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ABSTRACT

Internet Access for Florida's Public Libraries was a pilot project that linked six public libraries to the Internet for twelve months between October 1993 and September 1994. The project sought to collect information and identify issues that would help in devising future plans and policies for network development for libraries. The project continues and has been expanded to all 78 members of the Tampa Bay Library Consortium, which is comprised of public, academic, school, and special libraries. This document provides an overview of the project in various phases such as initial Internet access, site demonstrations, training, technical support, coordination and monitoring services, and communications and reporting. Also included are participant observations about the effects of access on their organizations and recommendations for the future. Appendices include copies of: (1) LCSA Title I Grant proposal; (2) request for proposal for training; (3) request for proposal for technical support; (4) Tampa Bay Library Consortium Internet policies; (5) a press release; (6) the final project budget; and (7) an outside evaluation report. (BEW)

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internet access for florida's public libraries

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Internet Access for Florida's Public Libraries

A Project Report written by

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Tampa Bay Library Consortium, Inc.

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Executive Summary

Internet Access for Florida's Public Libraries was a pilot project that provided information about Internet access for libraries in Florida by linking six public libraries to the Internet for one year (October 1993–September 1994). The overall purpose of the project was to collect information and identify issues that would help in developing future plans and policies for network development for public libraries, as well as, for other types of libraries in Florida. The project is continuing today and has been expanded to include all TBLC member libraries.

The project was funded through Library Services and Construction Act (LSCA) Title I funds administered by the Florida Division of Library and Information Services and granted to the Tampa Bay Library Consortium (TBLC) who implemented the project. Established in 1979, as a non-profit library cooperative, today TBLC membership includes 78 public, academic, school and special libraries in ten counties surrounding the Tampa Bay region.

In the burgeoning information age, if all of Florida's citizens are to have access to global information and library resources without regard to technological, socio-cultural, or economic barriers—a number of new strategies must be implemented by libraries and information providers. This project supported four primary goals:

1. Develop pilot projects that demonstrate and evaluate the benefits, costs, and issues (policy, procedural or technical) of Internet use by public libraries, state library agencies, and library networking and resource sharing programs.
2. Create support for and promote awareness of Internet access for the use of global electronic information resources for library clients.
3. Investigate the effectiveness of Internet usage by librarians for answering reference questions and analyzing the resources used on the Internet for timeliness, currency, scope, limitations, ease of use and other factors.
4. Maximize the budgets of TBLC member libraries and maximize the information resources available to users of those libraries through cost-effective resource sharing services.

In addition to these goals, the project included four objectives:

1. Fifty (50) staff members at the demonstration sites will be trained on the use of the Internet and will have the necessary knowledge, skills, and abilities to utilize resources available on the Internet and effectively help others to use the Internet.
2. Fifty (50) Internet resources will be identified for use in meeting the information needs of library clientele at the demonstration sites.
3. One hundred (100) clients at the demonstration sites will obtain information either requested directly or with staff help by using the Internet.
4. The project will be evaluated in a report based on the analysis of the data collected during the term of the project, and on the impact of Internet access on the services provided by six public libraries and the State Library of Florida.

Overall, the pilot project achieved these goals and objectives successfully. At least 50 public library staff members were trained to use the Internet and a myriad of online information resources were identified and used. Hundreds of library users in the six county area were assisted with information obtained through the Internet, and a formal analysis was completed. The evaluation report prepared by F. William Summers and Linda Pulliam is included in its entirety in Appendix G.

Acknowledgments

We thank the librarians from the six demonstration sites for their courage, stamina and enthusiasm in implementing this pilot project. Their dedication to making the project successful paved the way for thousands of other Florida librarians. Thanks also to the Directors of the project libraries: Ginny Byrd (Union County Public Library), Doug Jones (Wakulla County Public Library), Gerald McKenna (Pasco County Public Library System), Barbara Ponce (Pinellas Park Public Library), Joe Stines (Tampa-Hillsborough County Public Library System) and Randy Wilkinson (Hardee County Public Library) for their willingness to support this pilot project unequivocally.

This project was implemented with Library Services and Construction Act (LSCA) federal funds, without which the investment could not have taken place. Even though TBLC has recently received state moneys to aid in operational and maintenance costs, without LSCA funding the project could not have occurred.

We are grateful for the State Library Cooperative grant funds provided to TBLC. These moneys, granted to Florida library cooperatives for the first time this year, provided much of the operational infrastructure necessary to support the Internet project.

Our appreciation also goes to Barratt Wilkins, Director of Florida's Division of Library and Information Services for his foresight and vision in providing the grant funding and support that made this whole project possible.

The TBLC Board of Directors deserve much credit for moving forward with the project. On behalf of the TBLC libraries, they gave the go-ahead to explore. The Board believed, as we did, that analysis of how public libraries would be able to use the Internet to meet the information needs of Florida's citizens was an important—in fact, absolutely vital—mission.

The cooperation of the Florida Information Resource Network (FIRN) was a critical factor in the success of this project. FIRN provided the six demonstration sites the ability to make a connection with a local phone call to the TBLC Internet node. In cases where there were toll call fees, FIRN worked with TBLC to provide alternative configurations. Deep appreciation goes to Scott Stursa of FIRN for his cooperative spirit and willingness to share his knowledge and expertise with the library community.

Thanks also go to Phil Jensen, of Florida State University's Academic Computing and Network Services, who helped us over many tough spots and to Jane English, who poured over the final draft of this report with an eagle eye.

And finally, an immense thank you to TBLC staff—Greg Rivera, Bradley Ward and Shirley Kennedy, without them—none of this could've happened.

Introduction

Libraries and the Internet

Librarians use the Internet for a variety of reasons. When the project began, one of the primary uses was for electronic mail which circumvents the high costs and time delays of other communication channels such as phone, FAX, and paper mail. By the end of the project, Internet had become popular among librarians to keep up with issues from library-related bulletin boards and in news groups, to share information with colleagues and patrons, to search other libraries' catalogs, to access the full texts of electronic journals and electronic books, to search a variety of special subject databases, to use as a telecommunications vehicle to access commercial on-line systems, and to request and provide inter-library loans.

An article by Jean Armour Polly in Library Journal, "NREN for All: Insurmountable Opportunity" describes then-Senator Albert Gore's vision of the National Research and Education Network, one incarnation of the Internet, as including the image of a little girl, living in a rural area, at work on a school project, using NREN to access the Library of Congress to collect information about dinosaurs. Polly goes on to describe the opportunities and challenges for libraries—particularly public libraries—in helping to create Gore's futuristic vision of accessing electronic information.

The future, however, is upon us and one of the major challenges to public libraries and their access to Internet now, and to NREN in the future, is the lack of technological "infrastructure" to make such access possible:

> *There may be no modems, no phone line to share, and no staff with time to learn about Internet and its many resources. Money to update equipment, hire staff, and buy training is out of the question. Many public libraries face slashed budgets, staff lay-offs, reduced hours, and cutbacks in services.*

In a study by Professor Charles R. McClure and others (1992), Public Libraries and the Internet/NREN: New Challenges, New Opportunities, public librarians were surveyed on their attitudes toward NREN. Polly summarizes some of the findings in her Library Journal article:

> *Many of those surveyed thought that the public had a "right" to Internet, and its availability in their libraries would provide a safety net for the electronic-poor. They also felt, however, that they could not commit resources to this initiative until they knew better what the costs were and the benefits might be. They longed for someone else to create a pilot project to demonstrate Internet's usefulness, or lack thereof, for public library users.*

McClure's study also suggests several possible scenarios for public libraries in the evolution of what was then referred to as NREN. Libraries that choose to ignore the changing structure of information transfer technologies may find themselves struggling to obtain funding for service only to the "information disenfranchised," while all others find and pay for other solutions. In a very different scenario, the client-centered, demand-based public library "will define a future for itself in NREN and develop a strategic plan to insure its successful participation as an information provider in the networked environment."

The challenge for library leadership is to provide opportunities that allow the implementation and evaluation of Internet in a public library setting—to demonstrate the role that the public library can play in embracing and using networked information to deliver new types of information resources and services electronically. Equally important is the identification of potential problems and investigation of how this new tool affects public library service and administration. The process of training public librarians will provide important information on how to best prepare library and information professionals to meet the challenge of providing library services in this new and changing network environment. Projects such as this will provide sound data and client feedback to support upcoming legislative efforts to assure that public libraries have access to the new information "superhighways", and to demonstrate the importance of a continued federal role in supporting library and information services.

Education and Training

Enhancing the traditional skills of librarians in organizing and finding information is critical to ensure that the people of Florida are able to access resources available on the Internet now and in the future. Increased access to electronic resources requires more focus on continuing education, training and support for use of the network. The majority of librarians in Florida (and nationally) do not have the level of expertise needed to use networks effectively.

Use of the Internet and preparation for library participation in the Internet will require a knowledgeable force of librarians to provide a bridge for the public to access and utilize the resources available. The results of this study of the processes of training and education, provision of access, and public library use of the Internet are of value statewide and nationally.

Florida Long Range Plan

The Internet pilot project directly supported a number of objectives in *The Florida Long-Range Program for Library Service*, including:

1. Long Range Objective 1.6, Section IX: To provide leadership in the development of interlibrary cooperation, resource sharing, and library automation for libraries in the state.
2. Intermediate Objective 1.63, Section IX: To provide guidance in the development of interlibrary cooperation consortia and appropriate technological support systems.
3. Immediate Objective 1.631, Section IX: To increase accessibility to library resources through the appropriate communications network.
4. Intermediate Objective 1.64, Section IX: To make available to libraries within the state union lists, indexes and other bibliographic means of determining the holdings of major libraries and resource centers.

Project Overview

Florida's Internet Access Project demonstrated and evaluated the benefits, costs, and issues of Internet use by public libraries, state library agencies, and library networking and resource sharing programs. It created support and promoted awareness of Internet access for the use of global electronic information resources.

The project investigated the effectiveness of Internet use by librarians. In addition, it maximized the budgets of TBLC libraries and the information resources available to the users of those libraries through cost-effective resource sharing services.

The Tampa Bay Library Consortium worked collaboratively with the State Library and established an Internet node which supported access for six public libraries chosen as demonstration sites. Training for a group of 17 library, consortium, and State Library staff was provided, and the project was evaluated by an outside consultant.

Funding for the project ($86,905) was provided through a Library Services and Construction Act Title I grant. Matching funds ($28,975) from the Tampa Bay Library Consortium were also used to implement the project.

IBM compatible, Gateway 2000 personal computers were the workstations chosen because they could be easily integrated with existing local area networks in place in some of the project libraries. The equipment has been placed on long-term loan to the project libraries to be used for continuing Internet access through the TBLC node. Free access to the Internet and telecommunication lines also has been extended for another year.

Staff members at the demonstration sites were eligible for a personal Internet account, and at least two staff members at each site were registered. These accounts provided email, telnet and ftp.

FIRN provided the demonstration sites with local dial access numbers. Due to the nature of FIRN's telecommunication equipment, not all sites had full ftp capabilities. FIRN is in the process of a multimillion dollar upgrade to their telecommunication hardware, so this problem will be solved shortly.

Project Development and Implementation

The project was carried out in six phases: access, site selection, training, technical support, administration, and communication. Implementation of the activities of the six phases overlapped with each other somewhat. For example, at the same time as access to SURAnet was being planned, project libraries were being selected and notified. Ongoing administration and communications were essential throughout the project.

Phase 1: Internet Access

During the initial stages of the project, in Fall 1993, TBLC staff completed the paperwork necessary to gain approval from SURAnet, ordered and installed the hardware and software needed to establish an Internet node at TBLC headquarters, and planned technical support for the library staff at the demonstration sites.

Internet Policies which met NSF criteria and matched FIRN/SURAnet Acceptable Use Policies were adopted by TBLC's Board of Directors (see Appendix D).

TBLC's Internet node was installed with the security capabilities of Novell Network software and the SCO UNIX operating system. Established policies for periodic password changes and maintenance of user accounts were followed. The LAN server was placed in a locked computer area.

All hardware and software for TBLC's Internet node were ordered in the first three weeks of the project. The site libraries picked up their workstations at the November 1993 training session and installed the equipment themselves with phone support from TBLC staff.

The router did not arrive until December 1993, three months into the project, and configuration of the Internet node took six weeks longer than planned since we were unable to outsource this task and had to develop in-house expertise. In retrospect, being forced to develop this expertise provided a level of understanding of our system that we could not have gained otherwise and provides the state with valuable human resources.

Even though the TBLC node was late in coming online, project librarians were able to use the Internet immediately after they received training. Temporary accounts through C.L.A.S.S. were provided and used for the first eight weeks until the TBLC node was configured. The one negative consequence of using the temporary accounts was that project participants were forced to relearn a second system when the TBLC node was activated. Internet use became easier once TBLC's gopher, which provided a very simple menu structure, was installed in March 1994.

Greg Rivera, TBLC Systems Librarian cautions librarians, "When you're on the cutting edge, bring Band-Aids!" He learned early on that the problem with being a pioneer is not having a network of experienced individuals to tap for help. When putting together the technical part of the Internet Project, Rivera found experienced consultants to be scarce. To compensate, he ordered every book that he thought could provide the necessary assistance installing and configuring the SCO UNIX software. It is essential to allow sufficient time to review documentation and install the UNIX software. In addition, the SCO UNIX listserv (scogen@xenitec.on.ca) provided invaluable assistance in tackling this unforeseen obstacle.

Finding the correct network interface card drivers also was challenging. Our software vendor was able to help, but it took a long time. It is critical to find a vendor that can provide technical support for the UNIX product you are purchasing. Our vendor did not have the technical knowledge to provide timely assistance.

The easiest part of the installation was setting up the equipment that connected directly to the Internet. With the help of FIRN and SURAnet staff, the router and the CSU/DSU installation went smoothly. Greg Rivera's telecommunication experience from SUNLINE (TBLC's shared automated system) was very valuable at this point.

After the software and hardware were installed, the next step involved learning, fine tuning and customizing the SCO UNIX software. The library of reference

materials Rivera compiled proved invaluable in completing the task. Phil Jensen, of Florida State University's Academic Computing and Network Services, helped us over some of the tough spots. Again, allowing enough time to experiment was very important.

From the beginning, we decided to use SCO's highest security level. Overall, it was a sound decision but it caused some problems. The machine-generated user passwords are difficult to remember, and a user's account and terminal can become locked after a certain number of failed login attempts. Adjustments to the number of login attempts a user has and differentiating between a user's account limit and a terminal's limit has reduced the number of times the system locks up. Although annoying at times, this level of security is necessary.

Most of the equipment supplied to the project libraries has worked well. Two libraries had equipment failures. The equipment was promptly replaced by the vendor. In one instance, TBLC staff installed the replacement part, and in the other case, the local library staff handled the installation with telephone support from TBLC. Most requests for equipment support involved locked accounts or terminals, problems which are quickly and easily corrected.

Phase 2: Demonstration Sites

A cross section of public libraries was chosen for demonstration sites including one urban (Tampa-Hillsborough County Public Library), one suburban (Pinellas Park Public Library), and one county-wide system (Pasco County Public Library).

Three rural libraries (Hardee County Public Library, Wakulla County Public Library, and Union County Public Library) were randomly selected from among Florida's rural libraries by Barratt Wilkins, State Librarian.

Table 1 summarizes data for each site.

Pasco County Public Library System
Site Coordinators:

Patti Owen, Branch Manager (Hudson Branch)

Casey Puckett, Collection Development Librarian

Others:

Gerald McKenna, Director

Barbe Bonjour, Asst. Director (Head of Public Services)

Margaret Griffith, Branch Manager, (South Holiday & Centennial Park)

Lynn Shirreffs, Branch Manager (Dade City)

Kathryn Bielefeld, Branch Manager (Regency Park)

Marcia Drane, Reference Coordinator

Pinellas Park Public Library
Site Coordinators:

John Iliff, Librarian II (Head of Reference)

Judy Frishett, Librarian II

Others:

Barbara Ponce, Director

Tom Simpson, Asst. Director

Arline Hollingsworth, Librarian II

Richard Cassola, Librarian I

Marjorie Sturges, Librarian I

Tampa-Hillsborough County Public Library System
Site Coordinators:

Marilyn Mulla, Automated Systems Coordinator

Anne Ross, Head of Fine Arts and Youth Services

Others:

Jean Peters, Head of Special Collections

John Camenga, Government Documents Senior Librarian

Jackie Zebos, Government Documents Librarian

George Kalinka, Automated Services Librarian

Rural demonstration sites:

Hardee County Public Library
Site Coordinator:

Randy Wilkinson, Director

Cecilia deMoreno, Assistant

Union County Public Library
Site Coordinator:

Ginny Bird, Director

Wakulla County Public Library
Site Coordinator:

Doug Jones, Director

Susan Jamison, Library Assistant

Table 1. Demonstration Sites

	Hardee County	Pasco County	Pinellas Park	Tampa-Hillsborough	Union County	Wakulla County	Totals
Number of Branch Libraries	0	6	0	16	0	0	22
Service Population	22,035	293,966	851,659*	824,684	12,031	36,400	2,004,775
Number of Registered Borrowers	5,211	104,105	23,597	341,969	2,747	5,500	483,129
Library Collection (volumes)	70,311	376,572	95,274	1,933,789	10,145	32,277	2,718,368
Annual Circulation	38,633	1,797,159	257,994	2,895,093	27,984	59,947	5,076,830
Operating Income	$93,376	$4,531,830	$909,540	$14,185,175	$101,648	143,173	$19,964,742
Total Staff by F.T.E.	2	107	21.5	227	2.175	4.5	359.68

*Pinellas Park participates in a county-wide cooperative system.

Phase 3: Training

TBLC coordinated a "Training the Trainers" workshop for training coordinators from the six project libraries, the State Library of Florida, TBLC staff and the evaluation team. A Request for Proposals (RFP) was issued for training contractors, and Internet Training and Consulting Services (ITCS) was selected from among eight respondents. Elizabeth Lane Lawley and Rick Gates of ITCS presented a two-day workshop in the computer lab at the School of Library and Information Science, University of South Florida, Tampa. The following topics were covered during the workshop:

Day 1

Introduction
History of the Internet
Tech Notes for Non-Techies
Tools for Communication (email and Listservs)
Telnet (Running Remote Applications)
Finding Aids (Gopher, Veronica, and Hytelnet)
More Finding Aids (WAIS and WWW)
Finding Files on the Internet (Archie)
Retrieving Files from Remote Sites (FTP)

Day 2

Review of Hands-On Instruction from Day 1
Why Does Internet Training Fail?
(Task Orientation vs. Tool Orientation)
Understanding Your Audience's Needs and Environment
Resources On and About the Internet (Books, Journals, Useful Mailing Lists, etc.)
Internet Training for Library Staff
Internet Training for Library Patrons
Participant Practice and Role-Playing: Tips, Techniques and Critiques
Wrap-Up and Questions

All ITCS handouts and overheads presented during this session were camera-ready copies so Training Coordinators and other workshop participants could use these materials in future sessions with their library's staff. The participants also received Internet handbooks and other reproducible materials from ITCS.

Following the workshop, the Training Coordinators presented a series of Internet training sessions for at least 50 staff at participating libraries. Today, three of the Training Coordinators are continuing to assist TBLC in training librarians throughout the state via TBLC's regularly scheduled workshops.

Other training and awareness sessions included a nationally broadcast Internet teleconference hosted by TBLC and the Tampa-Hillsborough Public Library System in December, 1993. Project librarians, as well as other TBLC members, were in attendance.

Phase 4: Technical Support

At the beginning of the project, TBLC did not have the technical expertise to get the node up and running. We needed someone to take the system out of the box, connect it to the Internet and make it work. At that time there was only one person in a Florida consortia environment that had that level of expertise, Bill Mooney from the Southeast Florida Library Information Network (SEFLIN). Mooney's advice and encouragement were invaluable throughout the project. With

such a small pool of technical expertise, we decided we would have to look outside the public library community and subcontract the installation and configuration out to a technician or consultant.

We issued a Request for Proposals for Internet Technical Support but no responses were received. Instead of reissuing the RFP, TBLC developed in-house expertise, after all. TBLC Systems Librarian, Greg Rivera received in-depth UNIX training, attended a national Gopher conference, and used listserves, email, electronic documents and commercial documentation to upgrade his knowledge level. Rivera spent a total of 954 hours working on technical, customer support or Internet evaluation tasks during the project.

Nine months into the project, TBLC hired a Network Information Manager to maintain and improve the gopher and to work directly with Internet users to provide customer support. The Network Information Manager, Shirley Kennedy, spent one-third of her time working with the Internet project. Her primary activities were setting up and scripting the gopher, providing support to the users and producing Internet publications and documentation.

We found that these two positions—a technical person with considerable skill in telecommunications, networking and UNIX plus the Information Manager/Customer Support position—are absolutely essential to success. These two positions are the minimum staffing we would suggest for a similar project.

In addition to the Systems Librarian and Network Information Manager, the TBLC Interlibrary Loan (ILL) Coordinator spent 571 hours providing telephone and on-site support to project libraries. The ILL Coordinator, Bradley Ward, served as the key contact person for the project until the Network Information Manager was hired late in 1994. His salary was provided by State Library Cooperative funds rather than the LSCA funds used for this project.

Grant administration, planning, evaluation, publicity and limited user support required more than 325 hours from TBLC's Executive Director. An additional 300 hours were spent planning, writing and revising the grant plus compiling a full project report.

Over 2,100 staff hours were spent administering the grant and supporting project librarians—who were learning, not only how to use the Internet, but also developing basic computer skills. For librarians who had never used a computer, massive amounts of telephone support were necessary. In two cases a consultant made site visits to help the library solve cabling and printing problems. Librarians need a basic level of computer literacy before they can expect to use the Internet with comfort. Librarians with access to and experience with word processing software had far less trouble uploading, downloading and editing files.

During the first four months of the project, TBLC staff received calls from project libraries almost daily. Early on, the calls were usually related to configuration problems, cabling connections, telecommunication software glitches or hardware failure. As the project matured, the nature of the questions changed from technical concerns to queries about searching the Internet, finding resources, and transferring files.

We can't emphasize strongly enough the importance of having both technical and service support staff trained and in place when a project like this begins. TBLC staff members gallantly scrambled to provide support to the project libraries and in many cases the project librarians were able to help one another with certain problems. But when considering any long-term Internet provision to libraries, adequate staffing should be a major priority.

Supporting library users became an issue rather quickly once the system was publicized. Although this project was designed to assist librarians, not patrons, to use the Internet, once patrons learned that librarians were using the Net, questions and pleas for help from the public surfaced quickly.

No project library—for that matter, no library anywhere—has adequate staff to serve as trainer, consultant and installation manager for every library patron with a computer, modem and a desire to use the Internet. Identifying libraries' roles in supporting the public and telecomputing is going to be a painful but necessary project this year in Florida. How will we assist patrons in using the Information Highway—to configure their communication software, to

arrange for access, to suggest security precautions, to learn where resources are? Where does the librarian's role as helper stop? How are we going to reallocate our already lean human resources to the large, looming task of educating a nation through a monumental shift in how they retrieve and use information?

We learned that these questions, though difficult to answer, demand answers immediately. Public libraries must move quickly toward solutions. Many libraries have chosen to avoid supporting patrons' technical problems completely and refer them to local computer consultants. When this is the library's policy (which may not be an unreasonable one), it is critical that the policy be adhered to. If staff members occasionally "help out" patrons with technical problems, say by sharing their home phone numbers "just in case" the patron has a problem with his modem over the weekend, the library will soon find itself in a very confusing position. The public is desperate for computer technical support and will naturally latch on to a service-oriented staff person willing to provide such support for free.

Some libraries are providing a basic level of support. They realize that for the public to benefit from the information revolution, someone must be there to lend a helping hand. Two of the project libraries, Pinellas Park Public Library and Pasco County Public Library System, developed creative solutions to supporting the public and helping answer questions about the Internet.

John Iliff, of the Pinellas Park Public Library reference staff, developed a piece of software to aid novice Internet users. John realized the importance of assisting his patrons in learning to use the Internet, but realized that he and his small reference staff did not have enough manpower to give the individual attention necessary. John developed a Windows-based hypertext program that is a self-directed Internet help guide. He has made this program available, at no cost, to library patrons and by anonymous ftp, through TBLC, to anyone with Internet access.

Pasco County Public Library System initiated an Internet User's Group for the community. Coordinating and focusing Internet interests and questions of the community in monthly group meetings was an efficient way to support patrons and brought new clients to the library.

There is not enough developed Internet expertise in Florida. Libraries must embrace a training role quickly—not only for librarians but also for citizens—if Floridians are going to use the emerging Information Highway successfully.

Phase 5: Planning, Coordinating, and Monitoring Services

Project planning began in December 1992, and a LSCA grant proposal was submitted in April 1993. TBLC was notified in July 1993 that the Internet Access project would be funded and could begin on October 1, 1993. The grant period ended September 30, 1994.

Following is the revised activity calendar. Delays in equipment arrival plus development of in-house technical expertise significantly changed the schedule from the original plan.

October 1993:

Selected and notified project libraries

Wrote the RFP for an outside consultant to provide Internet training for two trainers from each project library

Received proposals for Internet training and awarded contract to ITCS

Applied for membership in SURAnet

Installed a Novell server at TBLC central site

Arranged for Florida State University to manage TBLC domain names

Ordered the computer equipment for project libraries

Appointed Internet Committee

Designed data collection instruments to be used beginning January 1, 1994

November 1993:

Leased 56K line to FIRN's point-of-presence in Auburndale, FL installed at TBLC central site

Installed Phone lines in project libraries at reference desks

Trained project librarians—ITCS

Installed equipment in project libraries

Provided Internet access for project libraries through C.L.A.S.S.

December 1993:

Internet computer installed at TBLC Central site

January 1994:

Provided Internet access for project libraries through TBLC node

Began data collection using log sheets

March 1994:

TBLC Internet Interest Group begins meeting

TBLC's gopher goes online

April 1994 - September 1994:

Continued data collection

Installed Pine email program

Installed Lynx (World Wide Web) browser

Ongoing:

A number of activities—committees, workshops, and consulting—related to the Internet project are ongoing. An Internet Committee composed of TBLC staff and project librarians worked to plan, coordinate, and monitor the Internet project. The bulk of the committee's work involved developing Internet policies. A second group, the Internet Interest Group, was formed and took responsibility for designing the initial gopher to reflect local needs. The Internet Committee has been incorporated with TBLC's Electronic Resources Committee. This group makes recommendations to the TBLC Board about the kinds of electronic resources provided to the membership.

TBLC provides three Internet workshops each month and approximately sixty library staff are trained. Finding trainers is difficult; finding training space is even more troublesome. The University of South Florida's Library School has generously allowed TBLC to use their Internet accessible state-of-the-art computer lab in which to teach the Internet workshops.

Another factor of ongoing Internet activities is the support TBLC provides libraries throughout Florida. As more and more Florida libraries seek solutions for Internet access, TBLC serves as a consultant, trainer, and planner. We now are a primary resource in developing an Internet node in Central Florida through the multi-type library cooperative headquartered there.

Phase 6: Communication and Reporting

TBLC gained national recognition due to the LSCA funding received for this project for how it improved the capacity for public librarians to understand and plan for Internet access. The Internet Project Coordinator from the State Library, the TBLC Project Manager, the Evaluation Team, and other staff developed and implemented a communications plan to inform the public and the library community about the project and resulting services. Lawrence Webster from the State Library published articles in the Orange Seed, the State Library of Florida's technical bulletin, on an ongoing basis. Project Coordinator, Samantha Hastings made a presentation highlighting the project at the May 1994 Florida Library Association Conference. Barbara Stites, Project Manager, reported project progress to the Network Forum at SOLINET at both their Spring and Fall 1994 meetings.

As part of this phase, information about the project was disseminated to the Florida library community and beyond. In the Fall 1993, TBLC mailed a press release about the project to 157 area media contacts. A fact sheet was distributed at the Public Library Director's Conference in the Fall of 1993 and during the year, three TBLC Internet Newsletters were mailed to over 1,000 library staff throughout the state.

This Internet Access final report is being mailed to every Florida public library director, TBLC membership, and other interested librarians. The report will also be made available on TBLC's gopher and ftp servers via the Internet.

TBLC initiated an online forum "Florida Librarians - Internet" on the FIRN access network. Project libraries used this forum to communicate concerns, questions, and ideas with other librarians around the state. In addition, Project Librarian, John Iliff, Pinellas Park Public Library, is co-moderator of PUBLIB-NET, an Internet "listserv" forum where

dozens of messages about libraries and Internet use from all over the world are posted daily.

Lawrence Webster from the State Library provided project libraries with sample press releases and guidelines for preparing publicity. Some of the libraries received an extraordinary amount of positive press coverage.

A local cable television show, "Montage", featured TBLC Executive Director Barbara Stites discussing the Internet project in a spring 1994 program about the Information Highway. A copy of the tape is available through interlibrary loan from TBLC.

Much communication was handled online. TBLC and project libraries used email extensively to discuss problems, ideas and concerns. Also, TBLC's gopher received national attention on listservs, newspapers and commercial services like American Online especially for its creative Florida theme, Margaritaville Cafe and its opening tropical fish motif.

Evaluation

Objective evaluation of the project was conducted by Dr. F. William Summers, Florida State University Library School and doctoral student, Linda Pulliam through a contract with TBLC. The evaluation and recommendations are included in Appendix G. Many of their recommendations are also included in Table 2 below. The following section presents comments about Summers' and Pulliam's recommendations and conclusions, thoughts about the most important things we learned about access to the Internet, and a few suggestions of our own.

Conclusions

1. ***Professional isolation is decreased.***

   For librarians working in rural areas, feelings of professional isolation, segregation and detachment were largely relieved. Having the ability to discuss library trends and issues among a large and diverse online community provided librarians the ability to have the same stimulating discussions as their urban peers without geographic barriers.

   Professional isolation also decreased for some non-rural libraries. Librarians from both Pasco County Public Library System (a young and growing suburban library system) and Pinellas Park Public Library (a suburban municipal library) felt the Internet helped them stay abreast of new thoughts and trends by providing an arena to discuss issues and concerns with other library professionals. While there are certainly other library staff interested in discussing library issues in both Pasco and Pinellas libraries, their numbers are small enough that discussions about professional issues may not be as varied, colorful, or constantly available.

2. ***Barriers between professional and non-professional staff are diminished.***

   As short as five years ago, online searching, (especially in the more expensive databases) was the strict domain of the professional librarian. Very few paraprofessionals had the opportunity to use these specialized and costly databases like Westlaw, SEC Online or MEDLINE.

   Access to the Internet has provided paraprofessionals (and professionals) a means to learn online searching techniques. Having

Table 2. Conclusions: The most important things we learned about access to the Internet

1. Professional isolation is decreased.
2. Barriers between professional and non-professional staff are diminished.
3. Internet access provided the library with increased visibility, status, public awareness and new clientele.
4. Library size presents various challenges.
5. Integration of Internet services into the library was not a factor of library size but primarily one of staff and administrative attitudes.
6. At least 50 hours of training are necessary to be competent.
7. Implementing Internet access for libraries takes more than 12 months.
8. Participants with prior computer experience had significant advantages.

access to a number of databases and information sources at little to no cost to the library, paraprofessionals were afforded the chance to learn searching techniques without incurring the wrath of a budget manager. The nature of the Internet Project and its emphasis on unlimited free searching, strongly supported the inclusion of staff previously unable to use sophisticated and likely expensive online information sources.

Removing the cost barrier, so that professional and non-professional staff could search but not feel uncomfortable about making mistakes and wasting precious searches or online chargeable time was valuable to most of the libraries.

3. ***Internet access provided the library with increased visibility, status, public awareness and new clientele.***

Positive public awareness of the emerging national information infrastructure is growing due to print, radio and television media. Hardly a week goes by without a leading story touting the Information Highway. Knowing that their public library is part of the burgeoning information infrastructure enhances the public's perception of the library as an important provider of service and information delivery in the information age.

Preliminary figures indicate that new clientele were added to a number of the libraries during the course of the project. Project librarians repeatedly reported that clients came to the library because they heard that the library had gained Internet access.

This is a wonderful opportunity for public libraries to make a substantial impact on their local community. Unfortunately, not all libraries are universally recognized yet as part of this new information age. By promoting local public libraries as a key to understanding and using new technology, other library services will not be diminished, but enhanced. Opportunities for increased funding and local awareness of the diverse roles of public libraries were especially evident during the course of this project.

4. ***Library size presents various challenges.***

Our initial assumption was that the larger the library staff, the higher the Internet use rate would be in the library, especially since the larger libraries had some staff that were already competent as Net surfers. We didn't realize that in large libraries, it is not uncommon for projects to become department based. While one department might be fully supportive of a project (i.e., using the Internet for reference), another department might not embrace Internet use as heartily and thus not readily promote Internet access with library patrons.

Also in the larger libraries, planning and implementation of Internet use was a monumental task in terms of providing physical access to work stations. The project provided one workstation to each of the six demonstration sites. This worked fine for rural Union County Library which has one librarian and one building. One workstation at the reference desk supported all the Internet surfing they needed.

For Pasco Public Library System with six branches, it meant that the branches were left out. In this library system the main library serves as the reference hub for the whole system. By installing the Internet workstation at the main library, participants felt comfortable with the level of Internet access available.

For the Tampa-Hillsborough Public Library System with sixteen branches and nearly 300 employees, one workstation obviously was not enough to implement Internet access. Even though this system had other personal computers available and could have added inexpensive modems, phone lines were simply not available.

Today, Tampa-Hillsborough Public Library System has applied for their own node and purchased a new automated system that will provide Internet access to staff throughout the system. The TBLC Internet project provided useful information which positively affected the implementation of this new node. Marilyn Mulla,

Systems Administrator, Tampa-Hillsborough County Public Library System, said:

> *"The project helped us to redesign the front-end of our Dynix system and to look for other/better ways of displaying and presenting material. In addition it helped us to see what tools we need to provide and what we need to avoid for the future and to see first hand the pitfalls of relying on some information on the Internet. In general, it gave us the time and the facility to expand our skills at our own pace which I greatly appreciated. I think I can safely say it was a learning experience for all!"*

5. ***Integration of Internet services into the library was not a factor of library size but primarily one of staff and administrative attitudes.***

   Staff and administrators' attitudes had a marked impact on how extensively the Internet was used. In libraries where staff were excited, even before they began using the Internet, success stories abound. Patrons flocked to the reference department, the business community viewed the library as progressive and people found more information than ever. Some of the most rural project libraries implemented Internet access just as successfully as larger libraries simply because of the strong positive attitude of the Director and staff.

   Where there was resistance to the Internet, whether because of the discomfort of change, perception of the Internet as a limited resource or any number of other reasons, Internet implementation and use was more difficult. In libraries with Directors that actively encouraged staff to delve into the Internet, to write articles, to teach workshops, schedule community demonstrations—implementation was fun, relatively easy and built a positive base for further Internet activities. Directors with positive attitudes toward the project did not have problems allowing staff the necessary training and practice time it took to master Internet navigation skills.

6. ***At least 50 hours of training are necessary to be competent.***

   Recognizing that each person brings a different level of Internet knowledge and readiness into the training arena, we found that an average of fifty hours of training for library staff were necessary to achieve competency.

   In addition, it took at least a month of Internet practice and use before library staff felt comfortable enough to use the Internet to serve the public. Some librarians reported that as much as 200 hours of practice is necessary to be comfortable. A number of the project librarians spent 3–4 hours a day working with the Internet during the first few months developing Internet reference expertise.

7. ***Implementing Internet access for libraries takes more than 12 months.***

   Trying to carefully plan, implement and evaluate Internet access for public libraries takes longer than twelve months. Our evaluation period was shorter because equipment did not arrive on time and thus pushed back the central site hardware installation. Evaluation of project participants' use of the Internet while they are novices is interesting, but continued evaluation of Internet use in public libraries by library staff who are comfortable with using the Internet is important.

   Expecting TBLC staff to develop Internet installation and maintenance expertise in such a small window of time was unrealistic and barely possible even with the most dedicated of staff. Until more Internet expertise in terms of installation and utilization is developed in Florida, multiple year Internet projects are advisable.

8. ***Participants with prior computer experience had significant advantages.***

   Learning to use the Internet without prior computer experience was another challenge some librarians faced. Learning Windows, DOS and keyboarding skills added a dimension of complexity to the project that was unusual if not at times excruciating. The learning curve for librarians who had never used a personal

computer was steep. Every participant was able to overcome this hurdle, but it must be noted that this particular group might have been more highly motivated than groups to follow.

John Iliff, Pinellas Park Public Library said:

> *"An important lesson for us was that learning to use the Internet itself is only part of the picture. Learning rudimentary computer literacy took a significant portion of the training time. Downloading files, using printers, and understanding directory structures are skills as important to learn as locating gopher sites. It does no good to learn to find information that can't be presented to the patrons, and obtaining basic computer skills is essential to getting the information from the computer to the patron."*

Recommendations

The first nine recommendations in Table 3 are paraphrased from the Summers and Pulliam report. The following section presents their recommendations, our additional recommendation (#10) and related thoughts, comments and concerns.

1. ***Public libraries should plan for and establish their roles as Internet trainers for public.***

   Recently, the White House asked the Postal Service to lead an interagency effort to define how to provide electronic access to government information and services using information "kiosks" as the delivery vehicle. The purpose of the proposed kiosks is to provide information to the general public via the Internet. If the pilot project is successful, kiosks are planned for all 40,000 Post Office locations throughout the country.

   This caused a great outcry throughout the library community. Many librarians wanted to know if the federal government planned to exclude libraries from partnership in this new venture. Subsequently, librarians were informed that libraries will definitely be invited to join in this effort somewhere down the road, along with grocery stores and shopping malls.

   Will post office clerks develop the skills to help patrons navigate the Internet in whatever form it might be utilized within the kiosks? Do they have the time and skills to train the public to surf the Internet while continuing to provide standard postal services?

   Libraries are the logical place for Internet training for the public to take place.

2. ***Libraries must make substantial investments in equipment and staff resources.***

   The two highest costs involved in providing access to the Internet for public libraries are the investment in computer equipment and trained personnel. Libraries must plan for immediate

Table 3. Top Ten Recommendations

1. Public libraries should plan for and establish their roles as Internet trainers for the public.
2. Libraries must make substantial investments in equipment and staff resources.
3. Libraries must place a high priority on training library staffs and it is critical that those who receive training put that training to use as soon as it is received.
4. State libraries should insist that all Internet projects submitted for grant funding have a clear and well designed training component which includes initial and follow-up elements.
5. Florida's Division of Library and Information Services should give a high priority to submitting interlibrary loan requests to the State Library through the Internet e-mail.
6. Librarians must avoid overselling the Internet.
7. Funding for new Internet projects should not be set in rigid fiscal year funding restrictions.
8. Future Internet projects should utilize the expertise developed in previous projects.
9. Florida's Division of Library and Information Services should support additional Internet projects.
10. Librarians and Friends of the Library groups need to advocate for educational tariffs and equitable public access to electronic information sources.

investment in personal computers, computer networks, and upgrading current library automation systems to handle Internet traffic. They must also significantly increase training budgets to provide a basic level of Internet literacy.

At the most basic level of Internet access, libraries need a personal computer, modem and phone line. Through 1995 or so, libraries can get away with using "old and slow" technology. The computer can be an old XT, the modem can be as slow as 2400 baud, and a plain old phone line will work. Using "old and slow" equipment like the XT configuration mentioned above will not suffice for much longer, though. Graphical based search software like Mosaic is becoming more commonplace, and its technological requirements are high. Mosaic works best with a new machine, one with a 486 processor or higher. Mosaic requires high modem speeds, and really is no fun to use at modem speeds less than 14.4 bps. Because it is extremely slow through dial-access, Mosaic users really need direct PPP or SLIP accounts.

Regardless of its sophistication, in order to use this equipment for reference work, it must be located at the reference desk. Many reference desks do not have one phone line, much less an extra one! Many libraries have whole telephone systems that need upgrading and the ability to add one more line is often held up, waiting for the budget approvals.

Minimum standards for staff access to the Internet should be a 486 personal computer (or equivalent), color monitor and 14.4 bps modem, at the reference desk and in each office workspace. Until library staff have adequate and simple access to the Internet, the power of the network will be unable to benefit the public fully.

3. ***Libraries must place a high priority on training library staffs and it is critical that those who receive training put that training to use as soon as it is received.***

Like all tools of librarianship—indexes, online catalogs, OCLC and many others—proper handling is learned only by quality training and adequate practice.

Our project libraries generally agreed that approximately 50 hours of training are necessary to be competent using the Internet. We defined competent as understanding what the Internet is (and is not), what the Internet can be used for, how to access the Internet via the computer setup at the library, and how to use some of the basic applications (email, telnet, and gopher).

In addition, we found that it takes approximately 200 hours of practice on the Internet for a user to achieve a level of comfort. After this time period we saw that most project participants had solidly mastered the basic applications of email, listservs, telnet, and gopher, and were able to successfully share this knowledge with others. Also, these project librarians were comfortable answering reference questions with Internet resources, using FTP to transfer files, and had a very high level of confidence in their ability to train others.

Unfortunately, a few sites experienced technical problems and staffing difficulties, which prevented them from training others immediately. Any new skill must be put into practice quickly. Librarians who experienced a gap between their initial training and the time they began to train others found a great deal of knowledge had been forgotten. This made training others more difficult. Libraries that set up training sessions soon after their initial training by ITCS fared best. As long as the trainer scheduled training sessions for his or her staff within a month of their own initial training he or she seemed comfortable. Trainers were able to spend time preparing their sessions, keeping themselves enthusiastic, and by the end of the project, had more staff using the Internet productively.

4. ***State libraries should insist that all Internet projects submitted for grant funding have a clear and well-designed training component which includes initial and follow-up elements.***

With well-planned initial and follow-up training, Internet use can be smoothly implemented. Planning is a critical activity in any grant project, but especially so with Internet implementation. Skimping on planning for Internet

training will guarantee participant frustration, confusion, disillusionment and resistance.

Our training plans included hiring ITCS to conduct a "Train the Trainers" two-day workshop, providing workshop participants with camera ready materials for use in teaching their own workshops, and providing sites with commercial Internet texts.

What we learned about planning for training involved training facilities, how much time and how many sessions would be most useful.

An excellent training lab at the University of South Florida's Library School facilitated our two-day training session. Thanks to Dr. Kathleen de la Peña McCook and the USF Library School, we had the opportunity for both lecture and hands-on experiences. The twenty workstations in the state-of-the-art computer lab enabled participants to work at their own pace.

In addition to the ITCS training at USF's Library School, the camera-ready copies of all training materials were made available by ITCS. The site libraries reported that their own training sessions would have been much less productive without access to these materials.

The unexpected problem of not having the Internet node up and running at TBLC prior to the training presented difficulties. Project participants were trained on the USF Internet system in use by the library school. Then, because the TBLC Internet node was not operational yet, participants had to use the CLASS system for two months until the TBLC system was functional.

Training staff on three separate systems over three months was confusing to everyone. This also hampered ITCS by not allowing them to tailor their training session to our specific system. It is unfortunate that so much time had to be spent during the project's first few months explaining how to access and use the front-end software to these diverse systems.

We planned to provide each site with at least one Internet reference text. Initially we purchased only Daniel Dern's "The Internet Guide for New Users" for each training coordinator. While Dern's book is an excellent and detailed introduction and reference, we found that the project librarians relied more on Ed Krol's *Whole Internet User's Guide and Catalog* or Harley Hahn's *Internet Complete Reference*, provided later in the project. Dern's book is more of a "what is" approach, where the Krol and Hahn books focused more on "how to".

Project libraries were spread across Florida; some were as far as 400 miles from each other. This geographic barrier dissuaded us from a follow-up training session. Because of budget constraints, we decided not to bring the 17 trainers together a second time. This, however, was a mistake.

We learned it is imperative to have at least one follow-up training session. We also found out that the best way to accomplish further follow-up training was on-site. Since some of the sites were near TBLC headquarters, TBLC staff were able to assist project libraries on-site. Samantha Hastings, State Library Consultant, also provided on-site follow-up with project libraries in the Tallahassee area.

Three sites received follow-up training at their library within the first two months. Three project libraries did not. Those which received an on-site visit from TBLC and/or State Library consultants showed a marked improvement in ability to use computer hardware and software. These sites also showed an earlier and more solid understanding of some of the basic Internet applications, and these sites all mentioned an increase in confidence in their own training at a later point.

If we had revised our training plans, we would have had TBLC and State Library staff install the workstations at the project libraries and provide some follow-up training at that time.

5. ***Florida's Division of Library and Information Services should give a high priority to submitting interlibrary loan requests to the State Library through the Internet.***
Librarians were very interested in projects designed to use the Internet to transmit interlibrary loan requests. Projects involving

use of email forms among local libraries, and then routing unfilled requests to OCLC, were of great interest. The SEFLIN pilot project with OCLC, testing the feasibility of using Internet email for interlibrary loans, is being carefully evaluated.

Another factor in considering Internet use for interlibrary loan requests is the interest from the Florida Library Network Council (FLNC). The 20-member Council is comprised of representatives from each type of library, library cooperative and network, state library, library schools and other state information stake holders. The Council's role is to plan for interlibrary cooperation among Florida's libraries, and its goals and objectives are included in the *Florida Plan for Interlibrary Cooperation, Resource Sharing and Network Development*. This plan was developed by the Florida Network Planning Task Force and the State Library of Florida, with assistance from JNR Associates in March 1994.

The plan calls for integrating additional avenues of interlibrary loan as soon as they become technically feasible. Users of the Florida Interlibrary Loan system (FILL)—

> *...will have three methods to satisfy interlibrary loan requests. The current preferred method is to continue to use the OCLC database either as full OCLC users or as GAC members. In doing so, they would follow the established protocols of searching: first in their Library Cooperatives, second throughout the state (but looking for the next closest source), and third by searching SoLINE and OCLC.*
>
> *The second avenue would be through FLORANET. As FLORANET grows with expanded resources online, including the holdings of libraries which are not on OCLC, FILL users may find needed materials on FLORANET. Libraries will have the ability to send ILL requests directly to the library that owns the material needed. Standards and agreements to accomplish this will have to be developed and adopted, and technical methods designed. Using FLORANET for all ILL will have implications that are as yet unknown. Demonstration projects will help explore efficient use. New protocols, built on and expanding the previous protocols, will need to be put in place for FILL.*
>
> *A third method will be to continue to mail requests to the State Library of Florida and other designated agencies for searches within the FLORANET and the OCLC database. Libraries without OCLC or electronic access and libraries with low ILL volume will continue to be mail users. Mail users do not transmit their requests through OCLC but rather use a variety of methods acceptable to the lending library such as ALA forms, electronic mail, or "print screen" documentation. (Florida Plan for Interlibrary Cooperation, Resource Sharing, and Network Development, March 1994)*

6. Librarians must avoid overselling the Internet.

Until the Internet frontier communities stabilize, librarians must avoid overselling the Internet. Internet trained librarians immediately see the new possibilities for information retrieval that the Internet is providing, and are anxious to join other Internet evangelists. However, caution must be used, lest we get caught up in information highway hype. Until the Internet is better organized, and until more librarians have "net stamina," the potholes and broken wagon wheels along the information highway can cause us to lose credibility. We must rein in our sometimes zealous desire to proclaim the Internet as the panacea of all reference problems. We must be extremely careful to encourage Internet use, but not push our peers into riding the Internet rails based on our exaggerated promises. While the resources available through the Internet are significant—identifying these resources, getting in, staying in, and searching them—is still often for only the patient, resilient and strong.

None of us would entertain the idea that using the Internet is not worthwhile. Certainly the Internet

has given rural libraries the ability to communicate and find resources more easily. It has expanded the walls of all types and sizes of libraries to other libraries reachable through the Net.

But while we are still learning to travel the nets and read Internet road signs we can certainly feel helpless and hopeless when road signs disappear without warning. We must remember that librarians and patrons new to the Internet will feel this way too. Lowering expectation levels will go a long way to reduce new users' frustrations.

7. ***Funding for new Internet projects should not be set in rigid fiscal year funding restrictions.***

This project was funded through a federal LSCA grant which began October 1, 1993 and ended September 30, 1994. We found it frustrating—if not downright dangerous—rushing to purchase equipment, select trainers and install the system. If we were to collect any meaningful data, we had to get the system up and running; train the library staff; and order, deliver and install their workstations—all before November. It was simply impossible. The best we could do was to get librarians lightly trained, get their workstations and phone lines installed, and turn them loose to practice on the Net through the C.L.A.S.S. connection while we struggled installing the TBLC Internet connection. The participants and staff involved in our project went above and beyond the call of duty when it came to the long hours they spent getting this project going.

The benefits from these types of projects are not restricted to a single fiscal year. Ongoing investments are necessary. We are encouraged that the new LSTA (Library Services and Technology Act) legislation being proposed will directly support the funding of these types of projects.

8. ***Future Internet projects should utilize the expertise developed in previous projects.***

It is our hope that as Internet projects like ours are completed, libraries will take advantage of the expertise developed along the way. Florida, like most states, has not developed enough Internet expertise to support itself yet. The University of South Florida, Florida State University, Southeast Florida Library Information Network, Central Florida Library Consortium, Florida Center for Library Automation, College Center for Library Automation, FIRN, TBLC and Tampa-Hillsborough Public Library are a few of the organizations which are building Internet technical expertise. But it is precarious. Imagine—less than two dozen librarians in Florida hold the technical knowledge to implement and maintain Internet access specifically for librarians. Our position is weak; our recommendation would be to provide additional funds to increase this knowledge pool.

9. ***Florida's Division of Library and Information Services should support additional Internet projects.***

Libraries in the 10 county TBLC service area now have access to the Internet—some through TBLC and some through their own nodes. Other library cooperatives are providing their members with access as well. Two areas of concern: helping large public libraries install their own nodes, and continued funding for library cooperatives.

With adequate funding, an Internet specialist could be placed in each library cooperative, responsible for providing technical support for the region.

10. ***Librarians and Friends of the Library groups need to advocate for educational tariffs and equitable public access to electronic information sources.***

Networks are being built by commercial interests. Our priorities need to be focused on the importance of an informed electorate. Unless access is broadly encouraged, individuals will become disenfranchised and doors to opportunity for all of us will close. Everyone should have access to the newly emerging communication technology. It is vital to successful participation in a democratic society, as well as world affairs. Depending upon commercial networks to provide Internet access for the public is naive. We must build on-ramps to the Internet that assure equitable access for all.

Stories from project librarians

"A young woman was looking for employment for her boyfriend. Their pending wedding was contingent upon his finding work in his chosen field, and she was understandably anxious to get him employed. The only problem was that he wanted work in the relatively obscure profession of foreign data exchange specialist, a financial expert who makes money by switching funds across borders. Using the Online Career Center gopher, the reference librarian located a position advertisement for a foreign data exchange specialist that had been posted that day. The ad included a fax number; the position was located in Seattle, Washington. The young woman hugged the reference librarian for providing the job lead, and walked out with a new perspective on what a public library could do for her."

"After experiencing years of excruciating back pain, a woman believed she may have found treatment to help her. A friend told her about a television program that featured a doctor who treated her type of condition. Standing in front of the reference desk with a back brace—and a face literally contorted from the persistent pain—the patron asked if we could find a transcript from the television show. By using the CARL Journal Graphics database, we located the program, and the patron obtained the transcript from Journal Graphics. She returned later with the physician's name, and wondered if we could locate articles by the doctor. Again, by using CARL's UnCover service, we found two articles he had written. We interlibrary loaned the articles. A few weeks later, the patron called to thank us for our efforts. She reported that she was flying to the midwest to get treatment from the doctor.

"A graduate student—juggling work, children and a rigorous MBA program, asked if we could find an annual report from a company. She needed to complete a project within days and had no time to go to the nearest major university library (an hour's drive away). By using the SEC Edgar database, we obtained the company's very recent 10K report for the student downloaded conveniently on disk. The student was ecstatic."

"A computer programmer/entrepreneur came to the library asking for a list of all public domain books: When we explained that no such list was available, at least to our knowledge, he went on to explain that he was developing software to present books on CD-ROM. We pointed out that many public domain books were available on the Internet, gave him a sample list of titles, and downloaded a few copies of the books for him. The young businessman's final comment was, "I never knew public libraries had it so together. I've got to spend more time here."

"An elderly man was looking for books on Atlantic County, New Jersey. By using the Library of Congress Catalog, available on the LOCIS system, several titles were located on the history of the county. He expressed surprise that the books could be found and was most appreciative when the items were received via interlibrary loan. The LOCIS system was indispensable in helping patrons locate and verify titles of many, many books. A significant result of having Internet connectivity was an increased demand for ILL materials, which our library looked upon with great favor. Our collection was being expanded well beyond its walls."

"A man was in the library asking how he could distribute a treatise he'd written on Sikhism - he particularly wanted it sent to Oxford. I used Hytelnet, located the Oxford catalog, telnetted in, and found an email address for a librarian contact at Oxford. I sent a message, explaining what I needed, i.e. where to send this treatise. Low and behold, I got a reply from a librarian who told me precisely where to send the paper (name, department, address, phone)."

"As all this developed, it struck me how truly small the world had become. In the past, this man's letter almost surely would have been lost going from department to department. With the Internet, Pinellas Park (long considered the poor cousin of Pinellas County) has, literally, a direct line to Oxford University."

– John Iliff,
Pinellas Park
Public Library

"A patron was moving to Palo Alto, and had called there to get the newspaper sent to him to look for rental houses. They told him to try his local library, since their ads are on the World Wide Web. I spoke with him, and sent him the rental houses section (published on the Web twice weekly) for two weeks."

– Anne Ross,
Tampa-Hillsborough County
Public Library

"I was able to download GOALS 2000 (federal legislation concerning public schools) in two different versions from The Washington Post's LegiSlate gopher. I also downloaded several articles about "heterogeneous grouping" for an elementary school principal"

– Randy Wilkinson,
Hardee County
Public Library

Appendices

A. LSCA Title I Grant proposal

B. Request for Proposal for Training

C. Request for Proposal for Technical Support

D. TBLC Internet Policies

E. Press release

F. Final Project Budget

G. Outside Evaluation Report

FLORIDA DEPARTMENT OF STATE
DIVISION OF LIBRARY AND INFORMATION SERVICES
R.A. GRAY BUILDING
TALLAHASSEE, FLORIDA 32399-0250

LIBRARY SERVICES AND CONSTRUCTION ACT

Tampa Bay Library Consortium — **SUNCOM:** _____
1. NAME OF LIBRARY/ORGANIZATION — **2. TELEPHONE** (813) 622-8252

10002 Princess Palm Avenue, Suite 124	Tampa	33619	Hillsborough
3. ADDRESS	**CITY**	**ZIP CODE**	**COUNTY**

4. PROJECT CATEGORY. Check only one.

____ Community I & R	____ Physically Handicapped	____ Technology
_X_ Demonstration	____ Regional Resource Center	____ Drug Abuse Prevention
____ Disadvantaged	____ Public Library Development	____ Youth
____ Handicapped	____ Limited English-Speaking	____ Elderly
____ Statewide Development	____ Local Jails	____ Literacy
____ Interlibrary Cooperation	____ MURL	____ State Institutions

5. PROJECT TITLE: Internet Access Demonstration Project: Tampa Bay Library Consortium Component

6. TOTAL POPULATION OF LIBRARY SERVICE AREA. Use latest census statistics. 13,424,416

7. PRIORITY ____ **OF** ____ **PROPOSALS FROM THE LIBRARY/ORGANIZATION**

8. PROJECT YEAR: New (check) _X_ **Continuing** (circle year) **2 3 4**

9. LSCA FUNDS REQUESTED: $ 86,305

10. PROJECT SUMMARY (Do not exceed space provided.)

The statewide Internet Demonstration Project planned for 1993-1994 will provide information about Internet access for libraries in Florida. The overall purpose of the project is to collect information and identify issues that will help in developing future plans and policies for network development for Florida's public libraries as well as other libraries of all types in Florida.

The statewide project has two components planned for 1993-1994 to demonstrate and evaluate issues related to Internet access for libraries in Florida:

- *In one project, funds will be provided to the State Library to establish an onsite Internet node to give State Library staff access to a full range of Internet services; staff will be trained to use Internet effectively; and a program of services and support activities using Internet will be developed.*
- *The second project will be funded through a grant to the Tampa Bay Library Consortium (TBLC) to work collaboratively with the State Library to establish an Internet node that will support Internet access for six public libraries that will serve as demonstration sites; to fund training for a group of 17 library staff, including staff from TBLC, the State Library, and the six demonstration sites; to provide ongoing technical support to the public libraries that serve as demonstration sites; and to evaluate both project components.*

11. Name (typed) and Signature of Library/Organization Director — **Date**
Additional signatures required for DOC and HRS libraries.

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12. BUDGET

A. SALARIES & BENEFITS (Itemize all salaries)

POSITION TITLE	FTE (on this project)	LSCA	LOCAL/STATE MATCH	TOTAL
Systems Librarian	.6	-0-	$ 26,706	
Salary is 100% from local sources				
Time allocation log will be kept				
TOTAL SALARIES		$ -0-	+ $ 26,706	= $ 26,706

B. CONTRACTUAL SERVICES (List each vendor)

Outside Evaluation	2,000		
Training Package (includes documentation)	5,000		
Technical Support Package (includes documentation)	7,000		
TOTAL CONTRACTUAL SERVICES	$ 14,000	+ $	= $ 14,000
C. LIBRARY MATERIALS	$ -0-	+ $	= $ -0-
D. SUPPLIES	$ -0-	+ $	= $ -0-
E. TRAVEL			
Site Visits x 12	5,550		
Transportation & Lodging for 2 day training (16 total)	10,400		
TOTAL TRAVEL	$ 15,950	+ $	= $ 15,950
F. EQUIPMENT			
DSU (modem equivalent for digital line)	550		
Router	2,995		
Hub 20 port	1,200		
Gigabyte Storage	1,500		
Workstations (minimum specs = 8mb RAM; 240mg hard drive, ethernet card; 14.4 baud modem; 486DX/50, super VGA; multi-media cards)	24,000		
Laser Printers (7 x $800 each)	5,600		
Modems (6 x $200 each for dial-in access)	1,200		
TOTAL EQUIPMENT	$ 37,045	+ $	= $ 37,045
G. OTHER (Specify)			
Annual Membership to SURAnet through FIRN	4,000		
SURAnet Installation Charge	1,600		
Installation of leased line	1,000		
Average cost/year for 56 kb leased line	3,600		
Cables, Lines at demo sites	6,000		
Super TCP/IP for Windows Software	1,710		
SMTP Mail Software	1,200		
Telecommunication software at demo sites	800		
TOTAL OTHER	$ 19,910	+ $	= $ 19,910
H. TOTAL A-G	$ 86,905	+ $	= $ 113,611

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13. Narrative

A. Introduction

Project Overview

The statewide Internet Demonstration Project planned for 1993-1994 will provide information about Internet access for libraries in Florida. The overall purpose of the project is to collect information and identify issues that will help in developing future plans and policies for network development for Florida's public libraries as well as other libraries of all types in Florida.

The statewide project has two components planned for 1993-1994 to demonstrate and evaluate issues related to Internet access for libraries in Florida:

- In one project, funds will be provided to the State Library to establish an onsite Internet node to give State Library staff access to a full range of Internet services; staff will be trained to use Internet effectively; and a program of services and support activities using Internet will be developed.

- The second project will be funded through a grant to the Tampa Bay Library Consortium (TBLC) to work collaboratively with the State Library to establish an Internet node that will support Internet access for six public libraries that will serve as demonstration sites; to fund training for a group of 17 library staff, including staff from TBLC, the State Library, and the six demonstration sites; to provide ongoing technical support to the public libraries that serve as demonstration sites; and to evaluate both project components.

This proposal is concerned with the TBLC component of the project. Some of the introductory material contains the same information presented in the proposal for the Division of Library and Information Service component. Background information on TBLC and the specifics of the action plan are unique to this proposal.

The general methodology for the project includes: 1) provide the hardware, installation, software, and training for TBLC to become a node on the Internet; 2) provide Internet access to six public libraries (one urban, one municipal, one county system, and three rural libraries) through the TBLC Internet node; 3)document and evaluate use of the network for reference services and; 4) effectively train 17 librarians to use the Internet as a reference resource and efficiently train others to do so.

Tampa Bay Library Consortium

The Tampa Bay Library Consortium, Inc. (TBLC), a nonprofit library cooperative, addresses itself to the promotion and coordination of sharing library resources among all different types of libraries. TBLC is helping libraries share books, articles, and other library materials with one another so that Floridians have greater access to library resources. Established in 1979, as a multi-type library cooperative, TBLC consists of 70 public, academic, school and special libraries in 10 counties surrounding the Tampa Bay Region. These counties include: Citrus, Hardee, Hernando, Highlands, Hillsborough, Manatee, Pasco, Pinellas, Polk, and Sarasota

The mission of TBLC is to improve library service by increasing the ability of TBLC Member Libraries to identify, locate, share and deliver library materials and resources. Assisting libraries to share their resources thus providing better service to patrons is the foundation of TBLC. The libraries of TBLC are committed to the Florida Long-Range Plan for Interlibrary Cooperation (1990), and have contributed more than 2.5 million records of library materials to the national library database, OCLC, thus making them available for sharing between Florida libraries. TBLC has also been actively engaged in a number of related programs including: supporting and training libraries using the Florida Information Resource Network (FIRN) and Internet; providing and maintaining a mainframe library automation system to 15 Member Libraries ("SUNLINE"); offering a regular schedule of continuing education workshops; providing retrospective conversion services; participating in Florida's Serials Union List Project, as well as, providing consulting services on resource sharing and library automation to a wide range of libraries. All of these programs have received federal LSCA funding in the past.

The 70 Member Libraries requesting assistance from TBLC are spread across a ten-county area of heavy resource sharing. Barratt Wilkins, State Librarian, states: "Improved networking and the continued development of regional consortia are two of the reasons resource sharing continues to thrive in Florida." TBLC has received the endorsement of the State Library as one of the recognized nodes in the Florida Library Network, as outlined in the Florida Long Range Plan for Interlibrary Cooperation, and past projects have been partially supported with federal funds through the Division of Library and Information Services.

TBLC is a cooperative that assists Member Libraries, their staff, and their patrons. The new librarian wondering how to use the Internet, what Compact Disk products for cataloging are best; the teacher that needs to gather resources to teach a special unit; a county administrator concerned about how to computerize the library; a librarian that wants to help a patron obtain materials from another library; a library that needs its card catalog automated;—each can obtain relevant library help and information through TBLC.

B. Needs Statement

TBLC addresses a weakness in the system of American libraries. Surprisingly, the first library system had hardly been conceived when it became obvious that no one library could hope to own all of the materials its patrons would request. The technological revolution following World War II and the ensuing information explosion made it even more difficult for libraries to meet the growing need for information. The incredible increase in the informational needs of the public plus the rapid growth of print and non-print materials necessitated new ways of library organization and repatterning of access services. The culmination of these factors and increasing telecommunication costs brought about the participation of libraries in the design and use of the Internet as an electronic gateway to sharing global electronic resources.

Internet

The Internet is a worldwide connection of computer networks linking over a million computers in 102 countries, serving ten million individual users. Some estimates indicate that the number of people connected to the Internet is now doubling annually. In 1981, the Internet connected 213 computers. By 1986, 6000 computers were connected, and by 1991, the number jumped to 376,000.

Internet began over 20 years ago, growing from the Department of Defense's ARPAnet and later the National Science Foundation's NSFnet. Each was designed to foster scientific interchange and sharing of supercomputer resources. Internet access is no longer limited to universities or researchers in the United States. Universities in more than 40 countries are full Internet participants and the growing list of participants now includes federal agencies, colleges, corporations, public institutions and schools, libraries, and individuals.

Florida's swelling population and its increased need for information have resulted in unreasonably slow interlibrary loan requests, unanswered patron questions, and frustrated users. Many of these frustrations, reported by librarians, may be prevented by libraries effectively sharing information through global networks like the Internet and its network of library catalogs, electronic bulletin board forums, file transfer of binary data and free software, email communications, and its quick, efficient document and material delivery systems. TBLC Member, John Iliff, Reference Librarian at Pinellas Park Public Library tells how the Internet has helped solve some of these problems:

- In immediate practical terms, I've used the Internet to provide documents to patrons within minutes that would not have been available for days without an Internet connection.
- With regular communication with colleagues, travel time to conferences can sometimes be avoided; because, to a certain extent, professional growth can be nurtured on-line.
- With Internet connection, Public Libraries can broaden the networks gradually, to include a public that will ultimately have unlimited, equitable access.
- The Internet has only just begun, and is growing (in terms of available information) exponentially.

> If this ever growing resource, that can greatly increase the productive capability of American workers, is to be utilized, there must be skilled librarians that can provide access to the resource via actual searching as well as training. This can happen only by allowing access.

Another statistic which tragically substantiates libraries' need for help sharing information, locating material and delivering materials to patrons, is the number of libraries that have been unable to fully participate in accessing the Internet. Although approximately 50% of the TBLC libraries have access to the electronic mail feature of the Internet through FIRN, only about 7 TBLC librarians have access to the Internet's full range of capabilities as described above. Access then, has been limited to only a few libraries that can afford to join groups that offer this full access, such as SOLINET, CLASS, Compuserve or other utilities. These libraries are often private, special libraries and academic libraries sporting healthy budgets or federal, scientific research funds. Excellent library service should be available to all Floridians—not limited to the affluent and most sophisticated, urban user populations. A better way to provide equitable access to the world of electronic information is sorely needed for all.

Over 60 librarians have contacted TBLC over the past three months seeking assistance in learning about the Internet, in anticipation of using the network. In response to local needs, TBLC staff members developed a full day Internet workshop. Two workshops have been conducted to date, and two more are scheduled in the immediate future. TBLC staff and member libraries are capable and willing to collect and maintain standardized data on the workshop process for training librarians; the use of electronic resources on the Internet with evaluation based on timeliness, currency, scope, format, and ease of use. With this level of staff expertise and member support, TBLC is an excellent site for an Internet pilot project.

Internet allows users to access and share a vast array of information products and services. Since Internet is a decentralized network of computer links, supporting a common suite of telecommunications protocols, the costs are relatively low. To many individual users, the services and information on Internet appear to be free because the costs are borne by the connecting institutions. For example, at Florida State University the costs of Internet access and training are absorbed by the Academic Computing and Network Services.

The suite of protocols supported on Internet, presently the Transmission Control Protocol/Internet Protocol (TCP/IP), defines how the disparate computers on Internet should communicate and what applications are supported. The three basic applications are:

1. Simple Mail Transfer (SMTP) for electronic mail;
2. Telnet for remote login and interactive sessions. Telnet allows dial up to other Internet system computers and their many published and unpublished databases. Telnet to Rutgers University library reference allows search of the full text of the Concise Oxford English Dictionary, Oxford Dictionary of Familiar Quotations, and Oxford Thesaurus. Other sites have an array of resources including over 400 library on-line public access catalogs (OPACs);
3. File Transfer Protocol (FTP) for file transfers. FTP allows you to transfer information, files, and software to your system, from another site.

National Research and Education Network (NREN)

The High Performance Computing Act (Public Law 102-194), passed by the U.S. Congress in 1991, authorized development of a National Research and Education Network (NREN). This new network will be designed to link educational institutions such as schools and libraries with the research institutions, government agencies, and industries in every state. The NREN will eventually be accessible through the Internet. Public librarians are beginning to realize that Internet access is a necessity as they struggle to change and improve the ways they meet their patron's information needs.

Sara A. Parker, Pennsylvania Commissioner of Libraries, represented the American Library Association before the U.S. House of Representatives, Committee on Science, Space and Technology,

Subcommittee on Science on February 2, 1993. Her testimony addresses the role of libraries in the development of NREN. She states:

> *Libraries, located in almost every community, are natural public access points to the network and sources of information and training in its use. Libraries are also providers of network information resources, ranging from the current on-line public access catalogs and community information files, to pilot projects in the conversion of our intellectual heritage (full text, graphics, video, and multimedia) to digital formats.*

State Libraries, public libraries, schools and academic institutions can help achieve the congressional vision. Librarians help build a network that is user-friendly. They improve the organization of electronic information resources. Librarians are and have been leaders in helping design the intellectual access to the resources on the network. Sara Parker encouraged the National Science Foundation (NSF) to support and involve libraries and librarians in the development of NREN:

> *NSF and other agencies should encourage network demonstration and development projects involving interdisciplinary teams with library science participation... Libraries of all types and sizes hold unique resources and widely share information about them. With support, the bibliographic information and full contents could be made available on the network. Public libraries have much information held in community information files which may be of value to other communities.*

Florida Information Resource Network (FIRN)

Florida is fortunate to have in place a statewide network for data communications. The Florida Information Resource Network (FIRN) provides Florida's educators with access to the computing resources that serve public education. Universities, community colleges, school districts and some libraries are connected to a comprehensive data communications network. FIRN operates in the two fundamental areas of networking and applications.

As part of its network function, FIRN serves as the Southeast University and Research Association Network (SURAnet) in Florida. SURAnet, funded by the National Science Foundation, is the Southeast's regional computer network serving education and research, and providing the data communications link for Internet access.

At present, through FIRN, registered users of FIRNMAIL are able to access the email functions of the Internet and limited, predetermined Telnet connections which serve as resources for the K-12 educational community. Because it has a primary K-12 educational mission, FIRN is not able to offer full Internet access for libraries on the network. FIRN does not provide the Telnet and FTP functions of the Internet that libraries need in order to access global information resources, transfer files, and deliver documents.

FIRN does not plan to provide FIRNMAIL users with access to the full range of Internet services beyond the current email capability and limited access to databases that support K-12 instruction. FIRN does plan to provide dial-up SLIP (Serial Line Internet Protocol) access to the Internet which would support the full range of applications (SMTP, Telnet, FTP). Because this service will be limited to the speed of the dial-up modems (9600 baud), it will not be the recommended access method for the transmission of large files. However, it may provide a way for libraries without direct connections to their consortia databases to access the Internet.

The *FIRN Report* (Florida Department of Education, December 1992) describes FIRN's plans to provide access to Internet:

> *FIRN has negotiated reduced SURAnet membership rates for school districts ($1,000/year) and community colleges ($4,000/year). This allows an institution to implement a medium speed (7,000 characters-per-second) connection to Internet. Not only would this provide higher performance interactive access than available by dial-up, but would allow the district to acquire text files and public domain software available on the Internet.*
>
> *One school district (Alachua) and one community college (Miami-Dade) have already taken advantage of this offering. Over a dozen more sites*

have expressed interest. FIRN is working with SURAnet to streamline the process of connecting these new sites.

Libraries and Internet/NREN

Librarians use Internet for a variety of reasons. Currently, the primary use is for electronic mail (email). Use of Internet email circumvents the high costs of long time delays of other communication channels such as phone, FAX, or paper mail. Internet is popular in libraries to find out what's new on issues from library-related bulletin boards and news groups; to share information with colleagues and patrons; to search other libraries' OPACs; to access the full texts of electronic journals and electronic books; to search a variety of special subject databases; to use a telecommunications vehicle to access commercial on-line systems; and for requesting and providing interlibrary loans (ILLs).

A recent article in Library Journal "NREN for All: Insurmountable Opportunity" (attached) describes then-Senator Albert Gore's vision of NREN as including the image of a little girl, living in a rural area, at work on a school project—using NREN to provide access to the Library of Congress to collect information about dinosaurs. The author, Jean Armour Polly, goes on to describe the opportunities and challenges for libraries—particularly public libraries—in helping to create Gore's vision.

One of the major challenges to public libraries and their access to Internet now and NREN in the future is the lack of technological "infrastructure" to make such access possible:

> *There may be no modems, no phone line to share, and no staff with time to learn about Internet and its many resources. Money to update equipment, hire staff, and buy training is out of the question. Many public libraries face slashed budgets, staff lay-offs, reduced hours, and cutbacks in services.*

In a study by Professor Charles R. McClure and others (1992), entitled Public Libraries and the Internet/NREN: New Challenges, New Opportunities public librarians were surveyed on their attitudes toward NREN. Polly summarizes some of the findings in her Library Journal article:

> *Many of those surveyed thought that the public had a "right" to Internet, and its availability in their libraries would provide a safety net for the electronic-poor. They also felt, however that they could not commit resources to this initiative until they knew better what the costs were and the benefits might be. They longed for someone else to create a pilot project to demonstrate Internet's usefulness, or lack thereof, for public library users.*

The study also suggests several possible scenarios for public libraries in the evolution of NREN. The libraries that choose to ignore the changing structure of information transfer technologies may find themselves struggling to obtain funding for service to only the "information disenfranchised" while all others find and pay for other solutions. In a very different scenario, the client-centered, demand-based public library "will define a future for itself in NREN and develop a strategic plan to insure its successful participation as an information provider in the networked environment."

The challenge for library leadership is to provide demonstrations that allow the evaluation of Internet in a public library setting—to demonstrate the role that the public library can play in embracing and using networked information to deliver new types of information resources and services electronically. Equally important is the identification of potential problems and investigation of how this new tool effects public library service and administration. The process of training public librarians will provide important information on how we can best prepare library and information professionals to meet the challenge of providing library services in this new and changing network environment. In addition, the project will provide sound data and anecdotes to support upcoming legislative efforts to assure that public libraries have access to the new "superhighways" and to demonstrate the importance of a continued federal role in supporting library and information services.

Education and Training

The skills of librarians in organizing and finding information will be important to ensure that the people of Florida are able to access the resources available on the Internet now and on NREN in the

future. Increased access requires more focus on education, training and support for the use of the network. The majority of librarians in Florida (and nationally) do not have the level of expertise needed to use networks effectively.

Use of the Internet and preparation for library participation in the NREN will require a knowledgeable force of librarians to provide a bridge for the public to access and utilize the resources available. This study of the processes of training and education, provision of access, and public library use of the Internet's resources will be of value statewide and nationally. The first and most cost effective step is to make the State Library of Florida a node on the Internet, then an investigation of how public libraries may use the Internet for resource sharing and reference services can systematically begin.

Florida Long Range Plan

The proposed Internet pilot project directly supports a number of objectives in The LSCA Five Year Long-Range Program for Library Service including:

1. Long Range Objective 1.6, Section IX: To provide leadership in the development of interlibrary cooperation, resource sharing, and library automation for libraries in the state.

2. Intermediate Objective 1.63, Section IX: To provide guidance in the development of interlibrary cooperation consortia and appropriate technological support systems. (Note: the TBLC library community currently served has already begun activities in this area. Coordination of these activities is a top priority to ensure equitable access to electronic information resources).

3. Immediate Objective 1.631, Section IX: To increase accessibility to library resources through the appropriate communications network.

4. Intermediate Objective 1.64, Section IX: To make available to libraries within the state, union lists, indexes and other bibliographic means of determining the holdings of major libraries and resource centers.

C. Goals

All the people in Florida have access to the total information and library resources available globally, without regard to technological, socio-cultural, or economic barriers.

Among the strategies that will be supported by this project are:

1. Development of pilot projects that demonstrate and evaluate the benefits, costs, and issues (policy, procedural or technical) of Internet/NREN use by public libraries, state library agencies, and library networking and resource sharing programs.

2. To create support and promote awareness of Internet access for the use of global electronic information resources.

3. To investigate the effectiveness of Internet usage by librarians for answering reference questions and analyze the resources used on the Internet for timeliness, currency, scope, limitations, ease of use.

4. To maximize the budgets of TBLC libraries and maximize the information resources available to the users of the libraries in TBLC through cost effective resource sharing services.

D. Objectives

By September 30, 1994:

1. 50 staff members at the demonstration sites will be trained on the use of the Internet, will have the necessary knowledge, skills, and abilities to utilize resources available on the Internet and effectively help others to use the Internet.

2. 50 Internet resources will be identified for use in meeting the information needs of library clientele at the demonstration sites.

3. 100 clients at the demonstration sites will obtain information they request directly or with staff help by using the Internet.

4. An evaluative project report based on the analysis of data collected during the term of

the project, on the impact of Internet access on the services provided by six public libraries and the State Library of Florida.

E. Project Action Plan

This action plan describes detailed action plans for the Tampa Bay Library Consortium of the Internet Demonstration Project.

Project Overview

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- In one component, funds will be provided to the State Library to establish an onsite Internet node to give State Library staff access to a full range of Internet services; staff will be trained to use Internet effectively; and a program of services and support activities using Internet will be developed.
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The issues and questions that will be tested and evaluated include, but are not limited to, the following:

1. What are the needs and problems associated with the technological infrastructure needed to support Internet access for libraries in Florida? These issues include statewide telecommunications capability, the support available at the State Library and through the consortia, and the needs of individual libraries to give them access to the Internet.
2. What are training needs for effective use of Internet resources by library staff, coordinators at the state and consortium level, and library users?
3. What technical support do users require when they first begin to use the Internet? on an ongoing basis?
4. What impact does Internet access have on the ability of library staff to serve patrons needs?
5. What types of support do libraries need to monitor Internet developments and strategies for accessing resources?
6. What is the impact of Internet access on library management, including policies, procedures, and staff productivity and costs?
7. How can libraries provide direct user access to Internet? What issues are involved in providing that access?
8. What is the role of the State Library in providing and supporting ongoing Internet access for Florida's libraries?
9. What is the role of the Florida's library consortia in providing and supporting ongoing Internet access for Florida's libraries?
10. What are the implications of all these findings for statewide priorities as well as for policies and procedures for statewide library development?
11. What benefits do users derive from the library's access to and use of the Internet?
12. What resources available on the Internet provide useful information to library users?; to librarians?

The TBLC component of the project has several phases (a detailed work plan begins on page 18):

Phase 1: Internet Access

During the initial stages of the project, TBLC staff will carry out the paperwork necessary to gain approval from SURAnet; order and install the hardware and software needed to establish an Internet node; and establish a program of ongoing technical support for TBLC and library staff at the demonstration sites.

Phase 2: Demonstration Sites

Criteria for Selection

The three public libraries in the Tampa Bay region were identified with criteria developed in part by Charles McClure, Jean Armour Polly, and James Rush. Seminal research reports indicated the need to evaluate and compare Internet use at three models of public libraries—Urban, Suburban, and County-wide System. The reports also indicated that successful adoption and use of new technologies is directly related to staff enthusiasm, expertise, and administrative buy-in. Tampa-Hillsborough Main Library, Pinellas Park Pubiic Library, and Pasco County Library System meet all three of these criteria. TBLC has approached the library administrations and staff and they seem more than willing to do the tedious work of recording transaction data for evaluation. Each site also was found to have at least one staff member with extensive Internet knowledge and experience. If enthusiasm is indicative of success, there are some strong indications that the three TBLC public library demonstration sites will provide more that adequate staff time, and encouragement to the public to experiment in the use of this new technology.

Three rural libraries will be selected to serve as demonstration sites for the project. The selection will be made from libraries that meet the following criteria:

For county libraries:

- Population of less than 50,000
- Director has an MLS from an ALA-accredited library school

For multicounty libraries:

- Majority of participating counties have a population of less than 50,000

For municipal libraries:

- Located in a non-urban county
- Annual library income of less than $200,000 in 1991-1992
- Director has an MLS from an ALA-accredited library school

The State Librarian will randomly select 3 libraries from those libraries that meet the criteria outlined above; however, no more than one municipal library will be selected. At the time of selection, a prioritized list of additional libraries meeting the criteria will be identified using the same process. Once the libraries have been identified, a letter of invitation from the State Librarian will be issued explaining the project and their roles and responsibilities as demonstration sites. Should a library decline the invitation, the next library on the list will receive an invitation.

Roles and Responsibilities

Each demonstration site will be provided with equipment, software, phone line (if not available), training, technical support, and ongoing administrative support for the duration of the demonstration.

The six public library demonstration sites and the State Library of Florida will:

1. Send two staff members to the Workshop at TBLC. One of the staff members will be the Training Coordinator and will receive instructions on how to train others effectively, documentation to use when conducting workshops, promotional package and recommendations for public relations and communications. The other staff member will be the Technical Coordinator and responsible for participation in the On-line Forum, coordinating data collection, fielding technical questions and finding and communicating answers, maintain project file and update documentation as needed.
2. Install the workstation at the reference desk or in a public area that is attended by a librarian. Maintain and secure the equipment and software provided. Maintain and secure staff passwords. Include the Acceptable Use Policies for use of the network in the library's policy and procedure manual and provide assurance that

users have read the policies and agree to comply.

3. Work with the Evaluation Team, the Project Coordinator, and the Internet Committee to collect and report use data, transaction data, cost data, and other items to be identified by the Evaluation Team and the Internet Committee.

4. Use the Internet at least one hour per day for the duration of the project.

5. Communicate and document problem areas and successes while using the Internet, training others, adjusting staff workloads, and during assessment of how the use of the Internet may effect in-house policies and procedures.

Phase 3: Training

TBLC will coordinate a special "training the trainers" workshop for representatives from the 8 participating organizations as part of its component of the project. Two TBLC staff members will participate in the TBLC training and will provide in-depth training for other TBLC staff to enable them to use the full range of Internet services that will be available.

Phase 4: Technical Support

The primary responsibility for technical support will be contracted to the winning bid in a request for proposals (see Appendix B). Additional resource people available for informal technical support are the Network Managers at Southeast Florida Library Information Network (SEFLIN); Florida Information Resource Network (FIRN); and staff members from the computer centers at Florida State University and University of South Florida, Tampa. The minimum activities for the contractor will include:

1. Work with the Bureau of Library Development and Tampa Bay Library Consortia staff, to provide software and hardware installation at the project central site and software installation on six (6) personal computers.

2. Prepare and provide central site maintenance manuals. At a minimum the manual will include instructions for troubleshooting software, diagrams of installation for hardware and software configurations.

3. Script telecommunications software to connect to FIRN dial-access point and telnet and ftp to the TBLC node.

4. Prepare menu with telnet, ftp and email scripts for use by demonstration library sites when they initially reach the TBLC Internet connection. The telnet and ftp files will be preselected and loaded at TBLC. Script code copies will become the property of TBLC and the State Library of Florida.

5. Install gopher and WAIS servers and provide documentation for installation.

6. Provide ongoing support for the duration of the grant project period to include a minimum of 100 hours of telephone and on-line support.

Phase 5: Planning, Coordinating, and Monitoring Services

A TBLC Internet Committee composed of TBLC staff and staff from demonstration sites will work to plan, coordinate, and monitor the Internet project.

Phase 6: Communication and Reporting

The Internet project coordinator from the State Library, the TBLC Project Manager, the Evaluation Team, and other staff will develop and implement a communications plan to inform the public and the library community about the project and the resulting services. As part of this phase, information about the project will be disseminated to Florida's library community and beyond.

Project Personnel

- Samantha Hastings, Library Program Specialist in the Bureau of Library Development, will serve as overall project coordinator for both components of the Internet Demonstration Project. In that role, she will be responsible for coordinating all aspects of the project with key personnel at the State Library and at TBLC to assure that the project is carried out as planned or that adjustments are made as needed. Her responsibilities include providing advice and assistance to project participants

as they carry out project activities; preparing all necessary reports; monitoring project activities; keeping the TBLC project manager Barbara Stites, the Division of Library and Information Services project manager Linda Fuchs, Library Development Bureau Chief Sandra Cooper, and other staff at the Division as well as staff at TBLC, the demonstration sites, and the project evaluator informed about the project; maintaining liaison activities with FIRN/SURAnet, and assuring all relevant federal grant requirements are met.

- Barbara Stites, Executive Director TBLC, will be the internal project manager for TBLC's component of the Internet Access Project.

- Greg Rivera, Systems Program Analyst TBLC, will work with staff and the TBLC Project Manager to coordinate the installation of the hardware and software and will coordinate ongoing technical support with the Technical Support Provider.

- The TBLC Internet Committee will be composed of 8 TBLC and Demonstration Site staff, one each from Pasco County, Pinellas Park, Tampa Hillsborough, and each of the rural library sites in addition to Greg Rivera and Brad Ward. The majority of the committee's work will be conducted on-line, primarily using the On-line Forum and email to communicate and share documents. Brad Ward, the committee chair will be responsible for overall planning, coordination, and communication regarding the implementation and operational issues of Internet access at TBLC and the demonstration sites. The Evaluation Team, Training Coordinators, Project Managers and Coordinator, and the Technical Support Team will serve as resources to the committee. The committee will identify policy issues and make recommendations to the TBLC Project Manager regarding policies for the use and management of Internet; plan services to be offered as a result of Internet access or uses of Internet to support TBLC and the participating libraries' programs and services; act as liaison for users of the Internet; coordinate communication among all staff regarding Internet access; identify issues and problems and make recommendations to the Project Manager as needed; and provide information to the Project Evaluator to assist with the evaluation of the project.

- Training Coordinators for TBLC will be Greg Rivera and Brad Ward and their role will be to attend the training workshop at TBLC in the late Fall and, subsequently, plan and present training in Internet use for TBLC staff and work with the TBLC Internet Committee to provide ongoing support.

- The Evaluation Team, responsible for evaluating both components of the project (DLIS and TBLC) will be directed by F. William Summers, Dean of the Library School at Florida State University. He will be assisted by Linda Pulliam, a doctoral candidate at the school.

Detailed Work Plan – (See Table 4)

Phase 1: Internet Access and Network Management

- Task 1.1: Gain approval for SURAnet Membership

  To connect TBLC to the Internet, an application must be filed with SURAnet and approved by them. A letter is to be sent from Barbara Stites to SURAnet. The FIRN Network Manager Scott Stursa will assist with the application process once the letter has been filed.

  Responsible Person: B. Stites

  Target Date to Initiate: September 1

  Target Date to Complete: September 30

  Key Activities:
  - Send letter of application
  - Work through application process

- Task 1.2: Adoption of Policies on Acceptable Use

  In order to comply with the Acceptable Use Policies from NSF, TBLC must adopt policies that meet NSF criteria. This will be coordinated with FIRN to assure a match with the FIRN/SURAnet Acceptable Use Policy.

  Responsible Person: B. Stites

Target Date to Initiate: August 23

Target Date to Complete: August 31

- Task 1.3: Security Policies and Implementation

  To prevent unauthorized use of TBLC resources from the external Internet community; limit the use of the Internet to participating public libraries only; and to ensure that all required security patches are installed prior to implementation of the Internet connection.

  Responsible Person: Greg Rivera

  Target Date to Initiate: September 1

  Target Date to Complete: September 30

  Key Activities:

  - Secure LAN Server in locked computer area
  - Install LAN security patches
  - Install and test software security patches
  - Establish policy and procedures for periodic password changes, disposal of all inactive accounts, and constant monitoring for bugs or security holes
  - Connect Internet to a stub Ethernet segment that then connects to the router and the LAN or an equivalent one directional access path.

- Task 1.4: Installation of Hardware and Software for Internet Access

  Once approval has been gained from SURAnet and the grant agreement has been signed, the necessary hardware and software will be ordered and tested.

  Responsible Person: B. Stites and G. Rivera

  Target Date to Initiate: September 1

  Target Date to Complete: October 31

  Key Activities:

  - Order, install, test circuit line;
  - Hardware and software purchase, delivery, and setup;
  - Routing configuration and reconfiguration of TBLC's LAN;
  - Bring up router and test end-to-end connectivity
  - Make available to LAN work stations
  - Test security patches

- Task 1.5: Network Management and Support

  After initial set-up and installation, all technical problems within TBLC and the public library demonstration sites will be the responsibility of the Technical Support Contractor. The contractor will be selected through a Request for Proposal (RFP) process (see appendix for draft RFP). The RFP will be distributed by August 23. Technical support will include installation of hardware and software, configuration of menu and selected resources, administration of security programs, passwords, and user identification. Operational documentation and 100 hours of telephone or on-line support will be included in the contract.

  Responsible Person: Technical Support Contractor and G. Rivera

  Target Date to Initiate: October 1

  Target Date to Complete: Ongoing

  Key Activities:

  - Evaluate RFPs and select contractor
  - Coordinate hardware and software support, including updating and maintaining compatible software revisions
  - Planning for maintenance of communications hardware
  - Monitoring of network to determine usage patterns, optimal routing, continuous updates of problem areas, and trouble shooting areas
  - Maintenance of routing tables
  - Maintain and update software and hardware documentation
  - Develop and maintain documentation for ongoing support

Phase 2: Demonstration Sites

- Task 2.1: Selection of Rural Libraries

  Responsible Person: S. Cooper, S. Newell, and B. Wilkins

  Target Date to Initiate: September 14

Target Date to Complete: September 30

Key Activities:

- Prepare names for random selection by B. Wilkins
- Prepare and send letters of notification to the 3 sites selected
- Coordinate analysis of responses and repeat process if necessary

- Task 2.2: Notification to Demonstration Sites and Letters of Agreement

  Responsible Person: S. Cooper, and B. Stites

  Target Date to Initiate: September 14

  Target Date to Complete: September 30

  Key Activities:

  - Prepare letters of notification and letters of agreement to be signed by the six participating libraries for B. Wilkins' signature

Phase 3: Training for Internet Use

- Task 3.1: Training Contractor Selection and Training the Trainers Workshop

  To accomplish this, an RFP will be issued for a Training Contractor when the grant agreement has been signed(see appendix A for Training RFP). The workshop will be presented by the Contractor at TBLC during November or December.

  Responsible Persons: B. Stites, B. Ward, and Training Contractor

  Target Date to Initiate: September 1

  Target Date to Complete: December 15

  Key Activities:

  - Issue RFPs
  - Evaluate RFPs and select contractor
  - Plan and schedule Training the Trainers workshop
  - Present workshop

- Task 3.2: Training the Trainers

  To accomplish this, 17 Training Coordinators will be selected from staff at the demonstration sites to participate in the Training the Trainers workshops to be presented at TBLC. Following that workshop, the Training Coordinators will present a series of training session for staff at participating libraries.

  Responsible Persons: Training Contractor, B. Stites, S. Hastings

  Target Date to Initiate: November 1-December 10

  Target Date to Complete: January 1 for training at sites

  Key Activities:

  - Attend TBLC Workshops
  - Plan in-house workshops for staff
  - Present a series of workshop sessions at demonstration sites

- Task 3.3: Ongoing Training and Documentation

  50 library staff and members of constituent groups at the demonstration sites will receive training and ongoing support for the use of the Internet, including email, Telnet, and FTP, and methods for identification and selection of resources on the Internet. One of the Training Coordinators from each site will be delegated the primary responsibility for keeping all material up-to-date, training for new personnel, and monitoring of the TBLC on-line support system.

  Responsible Persons: Training Coordinators

  Target Date to Initiate: November 15

  Target Date to Complete: Ongoing

  Key Activities:

  - Schedule and coordinate in-house training sessions
  - Schedule and provide training sessions for new personnel
  - Maintain and update documentation
  - Monitor and answer training questions on TBLC On-line Forum

Phase 4: Technical Support

- Task 4.1: Technical Support Contractor Selection

To accomplish this, an RFP will be issued for a Technical Support Contractor when the grant agreement has been signed (see appendix B for RFP). The contractor will begin work October 1 for design and scripting and will be available for installations when equipment is received at TBLC.

Responsible Persons: B. Stites, Greg Rivera, and Contractor

Target Date to Initiate: September 1

Target Date to Complete: December 15

Key Activities:

- Issue RFPs
- Evaluate RFPs and select contractor

Phase 5: Planning, Coordinating, and Monitoring Services

The TBLC Internet Committee will develop plans for the implementation of Internet access and the services that will be offered as a result of the new Internet access at TBLC and the demonstration sites.

- Task 5.1: Committee Structure

  Appoint and organize TBLC Internet Committee, and establish primary reporting functions.

  Responsible Persons: B. Ward, Committee Chair and B. Stites

  Target Date to Initiate: August 23

  Target Date to Complete: September 30

- Task 5.2: Committee Responsibilities

  Advise and make recommendations on all aspects of the project.

  Responsible Persons: Committee Members and Chair

  Target Date to Initiate: September 1

  Target Date to Complete: ongoing

  Key Activities:

  - Develop policy recommendations on copyright, ethical guidelines, and network etiquette
  - Develop a system to assure that users are educated on appropriate and acceptable use of the Internet. (e.g., users will sign that they have received policies and agree to abide by them when they receive their passwords.)
  - Provide input and assistance in development of promotional information for Internet services, new services, and innovative uses. (Primary design of promotional package will be done by L. Webster and S. Hastings).
  - Develop selection policies for evaluating, selecting, using and communicating existence of resources on the Internet
  - Advice on updating and redesign of interfaces if necessary
  - Update and maintain project file and related documentation for the TBLC component of the project
  - Design and monitor TBLC On-line Forum for communications at all phases of the project
  - Coordinate with DLIS Internet committee for moderating activities and participation in the FL Internet Demonstration On-line Forum. The Forum will be a discussion Listserv for posting questions and answers, communicating problems and successes, and providing project related information. The Forum will be developed by the TBLC Internet Committee and primary responsibility for moderating the Forum will reside with TBLC.
  - Provide advice and information throughout the duration of the project
  - Act as link and mentor to users of the Internet

Phase 6: Communication and Reporting

The Internet project coordinator with staff from TBLC and Division of Library and Information Services will develop and implement a communications plan to inform the public and the library community about the project and the resulting services. A plan will be developed and implemented to assure ongoing coordination of communication among all the project participants. As part of this phase,

information about the project will be disseminated to Florida's library community and beyond.

- Task 6.1: Communication Among Users

  TBLC On-line Forum communications will be directed by the TBLC Internet Committee. The TBLC Internet Committee has primary responsibility for monitoring and maintaining the Project's On-line Forum. The forum will provide on-line support for training, technical, policy and procedural issues, questions and answers, and participants general communications. The DLIS committee will be responsible for coordinating the in-house on-line support system with the external forum.

  Responsible Persons: DLIS and TBLC Internet Committees

  Target Date to Initiate: September 1

  Target Date to Complete: ongoing

- Task 6.2: Promotion and Communication of Services

  The planning and design of promotional materials and communication of services regarding the Internet Demonstration Project will be the primary responsibility of Lawrence Webster and Samantha Hastings. The DLIS and TBLC Internet Committees will provide advice and recommendations for the duration of the project, allowing adjustments and revisions of promotional services.

  Responsible Persons: L. Webster and S. Hastings with Internet Committees

  Target Date to Initiate: December 1

  Target Date to Complete: September 30, 1994

  Key Activities:

  - Design, plan, and implement promotional materials
  - Present package of materials and discussion of Public Relations to Project Training Coordinators during Training the Trainers Workshop at TBLC
  - Provide opportunities throughout project for revisions and additions to package of promotional activities
  - Provide advice and assistance in setting up lines of communication with TBLC, the Division, and with the Internet users
  - Respond to questions and requests for information

- Task 6.3: Reports and Evaluation

  Objective evaluation of the project will be provided by Dean F. William Summers through a contract with TBLC. The evaluation will be part of the final project report. Other sections of the report will be the responsibility of the Project Coordinator and Project Managers. Coordination of evaluation activities and data collection will be the responsibility of B. Stites and B. Summers. Linda Pulliam will be part of the evaluation team.

  Responsible Persons: S. Hastings, L. Fuchs, B. Stites, B. Summers, and Pulliam

  Target Date to Initiate: June 30, 1994

  Target Date to Complete: September 30, 1994

  Key Activities:

  - Coordinate data collection and reporting mechanisms (B. Summers)
  - Analyze and compile all project report components (B. Summers)
  - Facilitate data analysis for evaluation reports and incorporate evaluation reports into final project report (S. Hastings, L. Fuchs, B. Stites)
  - Prepare final LSCA Project Report (S. Hastings, L. Fuchs, B. Stites)
  - Prepare and present reports and information about the project to the library community

F. Project Evaluation

The evaluation will be designed to measure the project's effectiveness in achieving the stated objectives and to gather information that will respond to the questions that are outlined in the Project Action Plan section of this proposal. Evaluation will be ongoing throughout the projects and will provide both summative and formative information.

Table 4. Summary Project Schedule

Task	Sep. 93	Oct. 93	Nov. 93	Dec. 93	Jan. 94	Feb. 94	Mar. 94	Apr. 94	May 94	Jun. 94	Jul. 94	Aug. 94	Sep. 94
1.1 SURAnet	■	■■	■■■	■■■■									
1.2 Policies	■■■■												
1.3 Security	■■■■												
1.4 Order & Install	■■■■	■■■■											
1.5 Network Management		■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■		
2.1 Site Selection	■■■■												
2.2 Notify and Process	■■												
3.1 Trainer RFP & Select	■	■■■■	■■■■	■■									
3.2 Train Trainers			■■■	■■■									
3.3 Training			■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■			
4.1 Technical RFP & Select		■■■■	■■■■	■■									
5.1 Form Committee	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■
6.1 Forum	■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■
6.2 Promote				■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■
6.3 Reports							■■			■■	■■■■	■■■■	■■■■

Note. ■ = 1 week.

The full project evaluation for both components will be carried out by F. William Summers, Dean of FSU's School of Library and Information Studies. A contract for services with Dean Summers will be executed as part of the TBLC component of the project. As project evaluator, he will be responsible for the final design of the evaluation; overseeing the implementation of that evaluation design, including carrying out specific parts of the evaluation; onsite visits to each of the demonstration sites, to TBLC, and to the State Library during the project; and preparation of the evaluation report. To carry out the evaluation, he will work with the project coordinator, the two project site managers, and other key project participants in developing the design and implementing the evaluation.

The final plans for the evaluation will be developed by Dean Summers in consultation with other key personnel between August 15 and October 1. The plan will include a detailed action plan, final decisions about how data will be gathered; descriptions of the evaluation tools to be used, and outline the process for data analysis. The final report, which will be due by September 15, 1994, will provide the results of the evaluation, including information about the success of both components of the project in meeting the stated objectives as well as insights gained to help answer the questions outlined in this proposal. The final evaluation report will be incorporated into the final project report.

Examples of the types of evaluation tools that will be considered in the final plan include but are not limited to:

1. Site visits to each library, TBLC, and the State Library by the project evaluator
2. Logs that will kept by librarians at the demonstration sites and selected participants at other sites
3. A series of brief questionnaires, either administered on-line or using telephone interviews
4. Monitoring discussion on the on-line forum for project participants
5. A simply system for evaluating any user impact or use in the project
6. Evaluation of the training the trainers event
7. Evaluation of the onsite training at each participating library.

G. Budget Narrative

B. Contractual Services

2,000	Outside Evaluation
5,000	Training Contractor (includes documentation)
7,000	Technical Support (includes documentation)

Contractual Services Total ***$14,000***

E. Travel

5,550	Sites Visits [1 for 3 TBLC sites (1 x $650) 3 rural sites (6 x $800)]
10,400	Transport & Lodging for 2 day Training Workshop at TBLC for 20 people [2 each from TBLC and 3 demo sites (8 x $100.); 6 from 3 rural sites (6 x $800.); 4 from DLIS (4 x $800); & 2 Evaluators (2 x $800.)]

Travel Total ***$15,950***

F. Equipment

	(Note: Prices for technology and hardware change rapidly. The following costs are based on 2nd quarter, 1993 price structures.)
550	DSU (modem for digital line)
2,995	Router
1,200	20 port Hub
1,500	Gigabit Storage
24,000	Workstations
5,600	Laser Printers (7 x $800)
1,200	Modems

Equipment Total ***$37,045***

G. Other

First Year	Ongoing	Description
4,000	4,000	Annual membership SURAnet

3,600	3,600	56K leased line (billed through SURAnet—average cost/year estimate)
1,000		Installation of leased line
1,600		SURAnet installation charge
6,000		Cables, Lines at demo sites
1,710		TCP/IP for PCs Software
1,200		SMTP Mail Software
800		Telecom software at demo sites

Other Total ***$19,910***

TOTAL BUDGET for TBLC Component ***$86,905***

TAMPA BAY LIBRARY CONSORTIUM

REQUEST FOR PROPOSALS

INTERNET ACCESS DEMONSTRATION PROJECT: TRAINING THE TRAINERS

September 1, 1993

SUMMARY

The purpose of this request for proposals is to identify a consultant to provide Internet training for the Internet Access Demonstration Project. The successful consultant's role will be to present a two-day workshop at the Tampa Bay Library Consortium designed to train a corps of 20 library professionals with little or no Internet experience to be Internet trainers for their library staff.

The consultant will be expected to be knowledgeable and have proven skills in workshop presentations that include material on methodology of teaching Internet workshops and complete instruction and hands-on guidance for email, Telnet, FTP, using and installing tools and software available on the Internet, and identifying relevant resources for library reference work.

A total of $5,000 is available for the consultant's fees and expenses. The project will be supported with funds provided under the Library Services and Construction Act (LSCA), Title I, for federal fiscal year 1993. The project will be managed by the Tampa Bay Library Consortium (TBLC) in collaboration with the State Library of Florida's Bureau of Library Development.

BACKGROUND

The skills of librarians in organizing and finding information will be important to ensure that the people of Florida are able to access the resources available on the Internet now and on NREN in the future. Increased access requires more focus on education, training and support for the use of the network. The majority of librarians in Florida (and nationally) do not have the level of expertise needed to use networks effectively.

Use of the Internet and preparation for library participation in the NREN will require a knowledgeable force of librarians to provide a bridge for the public to access and utilize the resources available. This study of the processes of training and education, provision of access, and public library use of the Internet's resources will be of value statewide and nationally.

Tampa Bay Library Consortium

TBLC, a nonprofit library cooperative, addresses itself to the promotion and coordination of sharing library resources among all different types of libraries. TBLC is helping libraries share books, articles, and other library materials with one another so that Floridians have greater access to library resources. Established in 1979, as a multi-type library cooperative, TBLC consists of 70 public, academic, school and special libraries in 10 counties surrounding the Tampa Bay Region. These counties include: Citrus, Hardee, Hernando, Highlands, Hillsborough, Manatee, Pasco, Pinellas, Polk, and Sarasota

The mission of TBLC is to improve library service by increasing the ability of TBLC Member Libraries to identify, locate, share and deliver library materials and resources. Assisting libraries to share their resources

thus providing better service to patrons is the foundation of TBLC. The libraries of TBLC are committed to the Florida Long-Range Plan for Interlibrary Cooperation (1990), and have contributed more than 2.5 million records of library materials to the national library database, OCLC, thus making them available for sharing between Florida libraries. TBLC has also been actively engaged in a number of related programs including: supporting and training libraries using the Florida Information Resource Network (FIRN) and Internet; providing and maintaining a mainframe library automation system to 15 Member Libraries ("SUNLINE"); offering a regular schedule of continuing education workshops; providing retrospective conversion services; participating in Florida's Serials Union List Project, as well as, providing consulting services on resource sharing and library automation to a wide range of libraries. All of these programs have received federal LSCA funding in the past.

PURPOSE AND SCOPE OF THE PROJECT

The statewide Internet Demonstration Project planned for 1993-1994 will provide information about Internet access for libraries in Florida. The overall purpose of the project is to collect information and identify issues that will help in developing future plans and policies for network development for Florida's public libraries as well as other libraries of all types in Florida.

The statewide project has two components planned for 1993-1994 to demonstrate and evaluate issues related to Internet access for libraries in Florida:

- In one project, funds will be provided to the State Library to establish an onsite Internet node to give State Library staff access to a full range of Internet services; staff will be trained to use Internet effectively; and a program of services and support activities using Internet will be developed.
- The second project will be funded through a grant to the Tampa Bay Library Consortium (TBLC) to work collaboratively with the State Library to establish an Internet node that will support Internet access for six public libraries that will serve as demonstration sites; to fund training for a group of 17 library staff, including staff from TBLC, the State Library, and the six demonstration sites; to provide ongoing technical support to the public libraries that serve as demonstration sites; and to evaluate both project components.

The general methodology for the TBLC component includes: 1) provide the hardware, installation, software, and training for TBLC to become a node on the Internet; 2) provide Internet access to six public libraries (one urban, one municipal, one county system, and three rural libraries) through the TBLC Internet node; 3)document and evaluate use of the network for reference services and; 4) effectively train 20 librarians to use the Internet as a reference resource and efficiently train others to do so.

MINIMUM REQUIREMENTS AND TASKS

The minimum activities for this project will include:

1. In consultation with the State Library of Florida's Bureau of Library Development and the Tampa Bay Library Consortium staff schedule the workshop; register participants; and plan the workshop agenda. The consultant will plan and provide a two day training session.
2. Prepare and provide 20 copies of all workshop materials to include minimum texts (e.g. Crossing the Internet Threshold) and "How to teach a workshop" manual or notebook.

3. Present a workshop designed to train a corps of 20 library professional as Internet trainers for their library staff. The workshop will include material on methodology of teaching Internet workshops and complete instruction and hands-on guidance for email, Telnet, FTP, using and installing tools and software available on the Internet, and identifying relevant resources for library reference work. Upon completion of the workshop, the participants will be able to use the Internet effectively for email, telnet and FTP; understand how to find and identify resources on the Internet; and effectively train others to do so.
4. Workshop presenter will provide camera-ready copy of materials and/or software used with appropriate copyright or license for duplication by the trainers to use in workshops they will provide at their library sites.
5. The two day workshop will be held at TBLC headquarters in Tampa, FL. Equipment at the lab includes 20 personal computer stations on a Novell Local Area Network hooked to an Internet node.
6. The workshop is tentatively scheduled for November, 1993. There are two windows open for scheduling: a) November 8 and 9; b) November 18 and 19. The exact times of the sessions are subject to change but will be held sometime between 9 a.m. on November 8 and 5 p.m., November 19, 1993 (see NOTE below).

NOTE:

If you would like to bid on this project but have some concerns about the timeline because of your commitments and schedule, please suggest an alternate time schedule, and we will consider whether or not we can alter the workshop schedule to meet your needs.

The grant project period will run from October 1, 1993 through September 30, 1994. The training workshop should be completed no later than December 15, 1993.

REQUIREMENTS OF THE PROPOSAL

To be considered for selection, prospective trainers must provide a proposal with the following information:

1. Description of the Proposed Methodology and Workshop Plan: Provide a description of the overall approach and process to be used in carrying out the workshop. Provide an agenda for the workshop that includes a description of the overall desired outcomes, a description of each segment of the program, and techniques to be used during each segment to achieve the desired outcomes. Provide sample materials to be used with the proposed agenda.
2. Description of Knowledge of Library Resources: Provide a brief description of specific knowledge of resources in libraries and the Internet that may be considered by Florida's library community, especially public libraries, in developing the scope and approach to their use of the Internet.
3. Project Team: The proposal must describe each person who will work with the process and must include resumes. Include the following information for each person who will work on the project.

    a. Project responsibilities

    Describe each person's level of participation in the project and the role that each person will play in carrying out the project action plan.

    b. Familiarity with the topic

    Include information about each person's relevant experience and background working with libraries and the Internet, especially public libraries.

c. Workshop planning and facilitation
Describe relevant experience in planning and facilitating workshops .

4. Budget: The consultant must provide a complete and accurate budget for the proposed training workshop that includes the following:

   a. Total cost of consultant time, with a breakdown of the time to be dedicated to the project by each person who will work with the process as well as the time for each set of tasks and the cost of that time.

   b. Cost of travel.

   c. Any other costs to be incurred by the consultant in carrying out the project.

   d. The budget should show the total cost in each category of expenditure and the total proposed expenditures.

Proposals that exceed available funds will be not considered.

5. References: Provide documentation of past performance. Such documentation is to include a list of projects with similar requirements, (workshop planning and facilitation, preparation of written materials, and knowledge of issues and trends in public libraries and the Internet) for whom assistance has been provided. For each reference, provide a contact person, address, telephone number, and a brief description of the project. A minimum of three (3) references must be provided.

6. Sample Report: Provide three (3) copies of workshop materials and agendas or other documents prepared by proposed personnel in other projects. Items supplied for review should demonstrate the consultant(s) ability to write and prepare documents similar to those for use in this project.

BIDDING INSTRUCTIONS AND PROCEDURES

1. Signed proposals and bids must be delivered to Tampa Bay Library Consortium no later than ***5:00p.m. Monday, September 30, 1993.*** They must be addressed to:

   Barbara J. Stites, Executive Director
   Tampa Bay Library Consortium
   10002 Princess Palm Avenue, Suite 124
   Tampa, Florida 33619
   Phone: (813) 622-8252
   Fax: (813) 628-4425
   Internet: stitesb@mail.firn.edu

2. The total bid must be on a lump sum basis, including the bidder's cost for services, materials, postage, travel etc. No additional compensation for additional costs will be made beyond the bid submitted.

3. Three copies of each proposal and bid must be submitted. One must have original signatures and the other must be photocopies.

4. Questions must be submitted in writing to the contact person, Barbara J. Stites (see #1) for the project no later than 5 p.m. EDT September 20, 1993. Questions may be faxed, sent via Internet, or mailed. All

questions will be answered at the same time following the deadline and a copy of all questions with answers will be provided to all persons who received a copy of the RFP.

5. The maximum grant funding available to support technical support fees and expenses for this project will be $5,000. LSCA grant funds are being used to support this project.

6. The Tampa Bay Library Consortium reserves the right to reject any and all proposals.

EVALUATION CRITERIA AND PROCEDURES

Each proposal will be evaluated by 3 people representing Tampa Bay Library Consortium, the State Library of Florida, and other libraries participating in the project.

A maximum of 110 points may be awarded to a proposal by each reviewer. The points awarded in each category by each reviewer will be averaged. Based on those average scores, the bidder receiving the maximum number of accumulated points will be selected.

The categories for evaluation and a general statement of the criteria for each one is outlined below:

1. Proposed Methodology and Workshop Plan **Maximum points: 25**

   The proposal will be evaluated to determine the appropriateness of the proposed approach and workshop content.

2. Knowledge of Libraries and the Internet **Maximum points: 20**

   Information resources available on the Internet, and use of the Internet for library reference work. Experience with public libraries will be noted. The knowledge demonstrated in the proposal will be evaluated.

3. Personnel **Maximum points: 30**

   The quality and relevant experience, ability to educate project participants, and to work effectively with groups will be evaluated. The availability of resources and time will also be used to evaluate the bidder's capability to perform.

4. Budget **Maximum points: 5**

   The appropriateness of the budget in relation to the project purpose and scope will be evaluated. Proposals that exceed available funds will not be considered.

5. References and Samples Provided **Maximum points: 30**

   The bidders will be evaluated on past performance in projects of a similar nature. References may be contacted during the process of evaluating the proposals and will affect the number of points awarded. Samples will be evaluated for clarity, content, relevance, and scope.

TBLC reserves the right to reject any and all proposals. All proposals and all reports and documents generated through this project become the property of TBLC and the State Library of Florida and become public documents.

TBLC will execute an agreement with the successful bidder for the workshop.

TAMPA BAY LIBRARY CONSORTIUM

REQUEST FOR PROPOSALS

INTERNET ACCESS DEMONSTRATION PROJECT: TECHNICAL SUPPORT

September 1, 1993

SUMMARY

The purpose of this request for proposals is to identify a vendor to provide technical support for the Internet Demonstration Project. The successful vendor's role will be to install software and hardware for an Internet node at the Tampa Bay Library Consortium. The vendor will also provide menu scripting and ongoing technical support for the duration of the project.

The vendor will be expected to be knowledgeable and have proven skills in Internet protocols, TCP/IP software, and telecommunication hardware in both the personal computer and mainframe environments. The role of the consultant will be to provide the technical expertise necessary to bring up TBLC's Internet node; install software and prepare the workstations to be used at the demonstration sites; and provide, by phone and online, a minimum of 100 hours of technical support.

A total of $7,000 is available for the vendor's fees and expenses. The project will be supported with funds provided under the Library Services and Construction Act (LSCA), Title I, for federal fiscal year 1993. The project will be managed by the Tampa Bay Library Consortium (TBLC) in collaboration with the State Library of Florida's Bureau of Library Development.

BACKGROUND and SCOPE

The statewide Internet Demonstration Project planned for 1993-1994 will provide information about Internet access for libraries in Florida. The overall purpose of the project is to collect information and identify issues that will help in developing future plans and policies for network development for Florida's public libraries as well as other libraries of all types in Florida.

The statewide project has two components planned for 1993-1994 to demonstrate and evaluate issues related to Internet access for libraries in Florida:

- In one project, funds will be provided to the State Library to establish an onsite Internet node to give State Library staff access to a full range of Internet services; staff will be trained to use Internet effectively; and a program of services and support activities using Internet will be developed.
- The second project will be funded through a grant to the Tampa Bay Library Consortium (TBLC) to work collaboratively with the State Library to establish an Internet node that will support Internet access for six public libraries that will serve as demonstration sites; to fund training for a group of 17 library staff, including staff from TBLC, the State Library, and the six demonstration sites; to provide ongoing technical support to the public libraries that serve as demonstration sites; and to evaluate both project components.

The general methodology for the TBLC component includes: 1) provide the hardware, installation, software, and training for TBLC to become a node on the Internet; 2) provide Internet access to six public libraries (one

urban, one municipal, one county system, and three rural libraries) through the TBLC Internet node; 3) document and evaluate use of the network for reference services and; 4) effectively train 17 librarians to use the Internet as a reference resource and efficiently train others to do so.

Tampa Bay Library Consortium

TBLC, a nonprofit library cooperative, addresses itself to the promotion and coordination of sharing library resources among all different types of libraries. TBLC is helping libraries share books, articles, and other library materials with one another so that Floridians have greater access to library resources. Established in 1979, as a multi-type library cooperative, TBLC consists of 70 public, academic, school and special libraries in 10 counties surrounding the Tampa Bay Region. These counties include: Citrus, Hardee, Hernando, Highlands, Hillsborough, Manatee, Pasco, Pinellas, Polk, and Sarasota

The mission of TBLC is to improve library service by increasing the ability of TBLC Member Libraries to identify, locate, share and deliver library materials and resources. Assisting libraries to share their resources thus providing better service to patrons is the foundation of TBLC. The libraries of TBLC are committed to the Florida Long-Range Plan for Interlibrary Cooperation (1990), and have contributed more than 2.5 million records of library materials to the national library database, OCLC, thus making them available for sharing between Florida libraries. TBLC has also been actively engaged in a number of related programs including: supporting and training libraries using the Florida Information Resource Network (FIRN) and Internet; providing and maintaining a mainframe library automation system to 15 Member Libraries ("SUNLINE"); offering a regular schedule of continuing education workshops; providing retrospective conversion services; participating in Florida's Serials Union List Project, as well as, providing consulting services on resource sharing and library automation to a wide range of libraries. All of these programs have received federal LSCA funding in the past.

MINIMUM REQUIREMENTS AND TASKS

The minimum activities for this project will include:

1. Working with the Bureau of Library Development and Tampa Bay Library Consortium staff, to provide software and hardware installation at the project central site and software installation on six (6) personal computers at the central site.
2. Prepare and provide central site maintenance manuals. At a minimum the manual will include instructions for troubleshooting software, diagrams of installation for hardware and software configurations.
3. Script telecommunication software on the workstations to be used at demonstration sites, to connect to FIRN dial-access point and telnet and ftp to the TBLC node.
4. Prepare menu with telnet, ftp and email scripts for use by demonstration library sites when they initially reach the TBLC Internet connection. The telnet and ftp files will be pre-selected and loaded at TBLC. Script code copies will become the property of TBLC and the State Library of Florida.
5. Install gopher and WAIS servers and provide documentation for installation.
6. Provide ongoing technical support for the duration of the grant project period a minimum of 100 hours of telephone and on-line support (to begin with installation and to conclude on September 30, 1994).

The grant project period will run from October 1, 1993 through September 30,1994. Installation will take place prior to November 1, 1993.

REQUIREMENTS OF THE PROPOSAL

To be considered for selection, prospective trainers must provide a proposal with the following information:

1. Description of the Proposed Methodology: Provide a description of the overall approach and process to be used in carrying out the project.
2. Proposed Plans for Technical Support: Describe plan for providing ongoing support and include the maximum number of hours to be provided within the budget available.
3. Project Team: The proposal must describe each person who will work with the process and must include resumes. Include the following information for each person who will work on the project.
    a. Project responsibilities
    Describe each person's level of participation in the project and the role that each person will play in carrying out the project action plan.
    b. Familiarity with the topic
    Include information about each person relevant experience and background working with libraries and the Internet. Any special experience working with public libraries will be noted.
4. Budget: The vendor must provide a complete and accurate budget for the proposed technical support that includes the following:
    a. Total cost of consultant time, with a breakdown of the time to be dedicated to the project by each person who will work with the process as well as the time for each set of tasks and the cost of that time.
    b. Cost of travel for each site visit (if applicable).
    c. Any other costs to be incurred by the vendor in carrying out the project.
    d. The budget should show the total cost in each category of expenditure and the total proposed expenditures.

Proposals that exceed available funds will be not considered.

5. References: The vendor must provide documentation of past performance. Such documentation is to include a list of libraries, networks or other clients for whom similar assistance has been provided within the last three years. Identify at least one project that is most comparable to this project. For each reference, provide a contact person, address, telephone number, and brief description of the project
6. Sample Report: Provide samples of similar menu scripting and installations prepared by proposed personnel in other projects. Items supplied for review should demonstrate ability to script and install equipment, software, menu scripts similar to those required for this project.

BIDDING INSTRUCTIONS AND PROCEDURES

1. Signed proposals and bids must be delivered to Tampa Bay Library Consortium no later than ***5:00p.m. Monday, September 30, 1993.*** They must be addressed to:

   Barbara J. Stites, Executive Director
   Tampa Bay Library Consortium
   10002 Princess Palm Avenue, Suite 124
   Tampa, Florida 33619
   Phone: (813) 622-8252
   Fax: (813) 628-4425
   Internet: stitesb@mail.firn.edu

2. The total bid must be on a lump sum basis, including the bidder's cost for services, materials, postage, travel etc. No additional compensation for additional costs will be made beyond the bid submitted.

3. Three copies of each proposal and bid must be submitted. One must have original signatures and the other must be photocopies.

4. Questions must be submitted in writing to the contact person, Barbara J. Stites (see #1) for the project no later than ***5 p.m. EDT September 20, 1993.*** Questions may be faxed, sent via Internet, or mailed. All questions will be answered at the same time following the deadline and a copy of all questions with answers will be provided to all persons who received a copy of the RFP.

5. The maximum grant funding available to support technical support fees and expenses for this project will be $7,000. LSCA grant funds are being used to support this project.

6. The Tampa Bay Library Consortium reserves the right to reject any and all proposals.

EVALUATION CRITERIA AND PROCEDURES

Each proposal will be evaluated by 3 people representing Tampa Bay Library Consortium, the State Library of Florida, and other libraries participating in the project.

A maximum of 110 points may be awarded to a proposal by each reviewer. The points awarded in each category by each reviewer will be averaged. Based on those average scores, the bidder receiving the maximum number of accumulated points will be selected.

The categories for evaluation and a general statement of the criteria for each one is outlined below:

1. Proposed Methodology **Maximum points: 20**

   The proposal will be evaluated to determine the appropriateness of the proposed approach, methodology, and how many hours of ongoing support will be provided.

2. Knowledge and Expertise **Maximum points: 25**

   Internet protocols, TCP/IP software, and telecommunication hardware in both the personal computer and mainframe environments, and ability to script menus. The knowledge demonstrated in the proposal will be evaluated.

3. Personnel **Maximum points: 30**

The quality of the personnel will be evaluated, including relevant experience, knowledge of the technologies, and ability to communicate with staff at the central site. The availability of resources and time will also be used to evaluate the bidder's capability to perform.

4. Budget **Maximum points: 5**

The appropriateness of the budget in relation to the project purpose and scope will be evaluated. Proposals that exceed available funds will not be considered.

5. References and Samples Provided **Maximum points: 30**

The bidders will be evaluated on past performance in projects of a similar nature. References may be contacted during the process of evaluating the proposals and will affect the number of points awarded. Samples will be evaluated for clarity, content, relevance, and scope.

TBLC reserves the right to reject any and all proposals. All proposals and all reports and documents generated through this project become the property of TBLC and the State Library of Florida and become public documents.

Internet Policies Tampa Bay Library Consortium, Inc.

Overview

The Internet is another tool for providing resource sharing services at Tampa Bay Library Consortium. This policy sets forth standard procedures and guidelines for Internet access.

Acceptable Use Policy

General Principle:

TBLC Internet services are provided to support open research and education in and among US research and instructional institutions, plus research arms of for-profit firms when engaged in open scholarly communication and research. Use for other purposes is not acceptable.

Specifically Acceptable Uses:

1. Communication with foreign researchers and educators in connection with research or instruction, as long as any network that the foreign user employs for such communication provides reciprocal access to US researchers and educators.
2. Communication and exchange for p[professional development, to maintain currency, or to debate issues in a field or subfield of knowledge.
3. Use for disciplinary-society, university-association, government-advisory, or standards activities related to the user's research and instructional activities.
4. Use in applying for or administering grants or contracts for research or instruction, but not for other fundraising or public relations activities.
5. Any other administrative communications or activities in direct support of research and instruction.
6. Announcements of new products or services for use in research or instruction, but not advertising of any kind.
7. Any traffic originating from a network of another member agency of the Federal Networking Council if the traffic meets the acceptable use policy of that agency.
8. Communication incidental to otherwise acceptable use, except for illegal or specifically unacceptable use.

Unacceptable Uses:

1. Use for for-profit activities, unless covered by the General Principle or as a specifically acceptable use.
2. Extensive use for private or personal business.

Security

The Internet has had its share of illegal intrusions. Small accounts, such as the ones we will have, are particularly vulnerable to break-ins because they are convenient intermediaries for hackers and thieves who are interested in larger accounts. Treat all suspected violations seriously.

User I. D.

Every librarian granted access to the TBLC Internet account will receive a User I.D. which will be their name on this account. You may write down you userid, as it is not secure. Consult the latest list of User I.D. if you forget your userid.

Passwords

Librarians will also have passwords for Internet access. Initially, TBLC will provide a non-secure password for users. Change this password the first time you log on. Contact TBLC if you do not log on to the Internet within the first 48 hours of receiving your temporary password, as this password will be deleted after that period and TBLC will need to issue you a new one.

1. Select a password that cannot be easily guessed. Use a combination of letters and numbers. Do NOT use your birthday or the birthday of anyone in your family, or your

driver's license number, or any other identification code you now use.

2. Do not share your password with anyone. Do not write it down. Commit it to memory. If you suspect someone knows your password, change it immediately.

3. Change your password at least every 60 days, or more often if you wish.

4. If you suspect someone else has been using your account, immediately change your password and contact TBLC.

5. Clues to unauthorized access (break-ins) include:

   a. Strange files appearing in your directory
   b. The system says you were logged in when you weren't
   c. Files or programs change size or no longer function properly.

FTP Archive

The FTP archive was created to provide a common storage space for useful files. The directory structure for this archive is _____.

1. To put files in this archive, send a copy of the file to TBLC with a request to include this file in the public directory. _____. Since files in the _____ directory may be shared with customers, do not submit any material you would not want the world to see.

2. It is the responsibility of the librarian to ensure that only timely, accurate material is submitted for inclusion in this archive.

3. Files in this archive may be copied for users. Users may also ftp to our site and retrieve them.

Electronic Mail

Electronic mail, or email is a convenient way to communicate with everyone from coworkers to people around the world.

1. Your email address is userid@_____. (The "@" is pronounced "at," and periods are called "dots" so you read your address as "username at _____")

2. Email is not a secure medium. Use discretion: write nothing you would hate to see on page 1 of the New York Times. Be particularly careful with personal criticisms. Bounced mail has a way of coming back to haunt you.

3. Email directories can fill quickly, so delete messages as you go. Again, email can be an excellent way to collect information on a subject, but when you're through, delete it or download it and then delete..

4. Contact TBLC if you have persistent problems with email, such as bounced mail or multiple copies of the same message.

5. Problem email: chain letters and harassing mail.

   a. Chain letters are absolutely prohibited over the Internet. Contact TBLC if you receive one (you may forward the example via email).
   b. Harassment: Contact TBLC if you continue to receive unwanted email after requesting that the sender stop mailing you, or if you receive harassing or threatening mail.

Listserves

Used with restraint, listserves are excellent resources for sharing information with other information professionals. However, listserves can place unusually heavy demands on staff time and computer disk space.

Posts

When posting to listserves, please ensure that you are careful not to give the impression that you are representing TBLC . One way to ensure this is to create a "disclaimer" statement and include this statement every you post a listserve. To ensure you always include your disclaimer, you can create a signature file which includes your disclaimer.

Mailbox maintenance

Be sure to temporarily halt mailings from listserves when you go on vacation—even if it's just for several days. Listserves can generate huge quantities of mail in a matter of days, and this mail will "overflow", causing other mail to bounce back to its original sender. The listserve command for halting mail is set nomail. If, after consulting the TBLC Internet Guide, you still need help with listserve commands, contact TBLC.

Downloading

A good idea is to either delete or download anything you haven't used in 30 days. Creating a personal archive of information can be useful, and frees up disk space for everyone.

Usenet

In moderation, Usenet is a great tool for communication and information. There are many library-oriented newsgroups, such as libref-l, as well as newsgroups on every other imaginable subject. As with listserves and email, the challenge is to remain focused on library-related materials to ensure that staff time is used wisely.

1. Ensure subscriptions are kept to a minimum. Learn how to edit the Usenet files. (.newscr, init) so you are UNsubscribed to all groups to begin with, then add groups with discretion. Review the additions to your .newscr and init files at least once a quarter, as Usenet will automatically subscribe you to all new groups.

2. Exercise maximum discretion while posting on Usenet. Keep in mind that tens of thousands of users have the capability to read what you post. When possible, refrain from posting to a new group until you have lurked on the group for several days. Ensure it is clear you are not representing TBLC. (see Listserves, item 2.).

3. Managing Usenet access, when possible, use the kill option to weed out topic threads you aren't interested in. Be very selective when saving Usenet posts; they can fill mailboxes fast.

For immediate release, [date]
For further information, contact [name; phone]

LIBRARY CHOSEN FOR STATEWIDE PILOT PROJECT

—

World-wide Internet Hook-Up Will Expand Information Resources

The [library name] library has been chosen as one of only six public libraries in Florida to be part of a federally-funded pilot project in using the Internet for public information needs.

We are honored that the State Library chose us to be a part of this exciting endeavor," said Library Director [name]. "Free access to the Internet will greatly enhance our ability to meet the information needs of our community. On the Internet, we can go virtually any where in the world to find what we need."

The Internet is an international "mega-network" of computer networks that evolved from networks set up by U.S. federal government agencies and the National Science Foundation. It provides access to a vast storehouse of human knowledge, data, and information. Among the resources readily available: on-line encyclopedias; census and market data; White House press releases; card catalogs of Harvard, Oxford, the Library of Congress, and host of other major research libraries; on-line editions of popular—and scholarly—newspapers and magazines; and hundreds of literary classics.

Under the terms of this project, the library joins those of (list the other five) as test sites for public library use of electronic resources. Administered by the State Library of Florida Bureau of Library Development, and federally funded through the U.S. Department of Education Library Services and Construction Act Program, this project will provide computer equipment, telecommunications lines, and staff training and technical support for the course of one year. The library will be required to use the resources at no charge to the public and to keep track of how these information resources are being used and with what success and level of satisfaction.

For information on this and other library resources and service, call [appropriate contact person and phone number.]

FINAL BUDGET

Expenditures

A. SALARIES & BENEFITS

		LOCAL/STATE LSCA	MATCH	TOTAL
POSITION TITLE	F.T.E.			
System Librarian	.6		16,533	
Network Information Manager	.3		4,477	
Executive Director	.17		7,965	
TOTAL SALARIES			28,975	28,975
B. CONTRACTUAL SERVICES (List each vendor)				
Outside Evaluation		2,000		
Technical Support		1,289		
Training Package/Technical Support		4,980		
TOTAL CONTRACTUAL SERVICES		8,269	-0-	8,269
C. LIBRARY MATERIALS		-0-		-0-
D. SUPPLIES		-0-		-0-
E. TRAVEL		6,321		6,321
F. EQUIPMENT		48,067		
G. OTHER (Specify)				
SURAnet installation		1,600		
Cable and line charges		5,819		
Installation and leased 56K line		4,947		
SURAnet membership		4,000		
Helpdesk Training		1,295		
Super TCP/IP Software & Telecom		4,627		
Report printing and distribution		1,960		
TOTAL OTHER		24,249	-0-	24,249
H. TOTAL A-G		86,905	28,975	115,880

Submit amounts listed below along with this report.

I. UNEXPECTED LSCA FUNDS TO BE REFUNDED ..... $ -0-

J. TOTAL INTEREST EARNED DURING THE PROJECT ..... $ 1,192.07

Internet Access Demonstration Project Evaluation Report

F. William Summers
Linda Pulliam

Tallahassee, Florida
September 1994

Development of the Project

Background

One of the goals of the Division of Library and Information Services (hereafter "the Division" or "DLIS") is that, " All the people in Florida have access to the total information and library resources available globally, without regard to technological, socio-cultural, or economic barriers." In furtherance of this goal the Division decided to operate a project which would support the following strategies:

1. Provide leadership and coordination in the development of a statewide program of resource sharing and network development;
2. Development of pilot projects that demonstrate and evaluate benefits, costs and issues (policy, procedural or technical) of Internet/NREN use by public libraries, state library agencies and library networking and resource sharing programs;
3. Development of a technological infrastructure to strategically position the Division of Library and Information Services to respond to state and federal initiatives.

It should be noted that this was the division's first effort to systematically explore the use of Internet in public libraries of the state.

The project also developed specific measurable objectives relating to the following:

1. Staff training of Division and local library personnel;
2. Utilization of the Internet by Division and local library personnel to obtain information for library users;
3. The identification of Internet resources of value to local library users;
4. A specific effort to involve 3 public libraries in rural areas in the use of Internet.

B. Evaluation

The project plan provided for an external evaluation of the operation of the project to be accomplished. The evaluators were selected by the Division. The evaluation is based on the following evaluation points:

1. Participant/observation by both evaluators in the training provided for project participants;
2. Analysis of logs kept by project participants to document the kinds of Internet activities conducted;

3. Analysis of documents and reports prepared by the Project Administrator and by participating libraries;

4. On-site interviews conducted with the Project Administrator and with the appropriate staff in each participating library.

Operation of the Project

Administration

The DLIS selected the Tampa Bay Library Consortium (hereafter "TBLC") as the agency through which the project would be administered. This selection was apparently based upon the fact that TBLC is one of Florida's longest established multitype library consortia and had well developed objectives and plans for the introduction of Internet services to its members. In addition, TBLC had already developed a training program for library staffs and possessed the necessary professional and technical staff to implement the project.

The project had two major components:

1. The establishment of an Internet node at the DLIS in Tallahassee;

2. The provision of funds to TBLC to work collaboratively with DLIS to:

    a. establish an Internet node to support 6 public libraries that will serve as demonstration sites;

    b. fund training for 17 library staff, including staff from TBLC, DLIS and the 6 demonstration libraries;

    c. provide ongoing technical support for the public libraries, and;

    d. provide an evaluation of both project components.

Based upon participant interviews it would appear that TBLC has administered the project in a very efficient and effective manner. Participants, including those who are not TBLC constituents, were very positive about the responses they received from TBLC staff, whether these were related to purely administrative details, e.g., reimbursement for expenses, or much more technical matters relating to operations of the node and access to it.

Both TBLC and DLIS experienced delays in bringing up their Internet nodes. In both cases, the delays were due to technical complications and the non-availability of qualified subcontractors to conduct the work of establishing the nodes. TBLC was unable to locate qualified bidders for its project and the DLIS has experienced severe delays with its vendor. In the case of TBLC the decision was made to develop the node with its own personnel. This clearly worked a great hardship on the staff but led to greatly increased staff competence at TBLC which will likely prove valuable to them and to the libraries of the state in the future.

Interim arrangements for project library access to the Internet were made with the California Library Authority for Systems and Services (CLASS). While this access was workable and in some respects desirable it offered the disadvantage that the libraries initially encountered access approaches with which they were unfamiliar and for which they had not been trained. In interviews with participants this problem was seen as a nuisance and inconvenience but certainly did not seriously impede their access to the Internet.

TBLC staff quickly provided instructions to participants about how to access Internet through CLASS and also provided telephone consultation to all who needed it. While this problem was unanticipated it did not in the minds of the participants appear to be especially dysfunctional.

As one of the participants remarked,

> *"If you are going to be on the cutting edge you had better have a lot of Band-Aids."*

This problem of connectivity does demonstrate however, that those who design and plan such demonstration projects must allow for unanticipated delays and that restricting them to rigid fiscal year funding constraints may not be desirable. This may not be the case as the current Internet moves into the National Research Education Network (NREN) mode, but this progression cannot be expected to be either smooth or orderly and program planners

must anticipate that the unexpected will be the norm for some time to come.

Selection of Participants

It was determined by the project designers that at least 3 of the project participants would be chosen by TBLC. These sites were the Tampa Hillsborough Public Library, a large urban library system; the Pasco County Library, a relatively recently developed suburban library system, and the Pinellas Park Public Library, an independent public library functioning within the context of a cooperative public library system. Thus the 3 TBLC sites represented quite diverse environments in which to test the introduction of Internet services.

The remaining 3 sites, determined by the project design to be rural public libraries, were selected by lot by the Office of the Director of DLIS. As might be expected, two of these libraries, the Wakulla County Library and the Union County Library were in North Florida, the location of most of Florida's rural area, and the third, the Hardee County Library, was in Southwest Florida and a member of TBLC.

This group does not represent the state geographically, it includes no library on the East Coast, for example. The participants do reflect the various stages of library development within the state—half are from rural areas, 1/3 represent single county wide library systems, and 1/6 represent libraries operated by a single municipality.

Training Program

The project provided initial training for staff of participating libraries. TBLC arranged an initial training program for 20 staff members. Also attending this session were key project participants from TBLC, DLIS and the project evaluators. The training was conducted by Internet Training and Consulting Services and utilized trainers Elizabeth Lane Lawley and Rick Gates. These individuals are experienced Internet trainers and had prepared a thorough training manual, which included a detailed time schedule. The training program had been designed as a session to prepare trainers to train other people. The intended audience for these trainers was other library staff members and library users. The workshop utilized the excellent computer and classroom facilities of the Division of Library and Information Science of the University of South Florida. The workshop provided both presentation and "hands-on" sessions. Hand-outs were also provided to guide participants in the use of gophers, email, Veronica, Wide Area Information Servers (WAIS), telnet and Archie, and File Transfer Protocol (FTP). Participants also received a copy of an introductory level manual on the Internet entitled The Internet Guide for New Users, by Daniel Dern.

Interviews with participants indicated that they generally found the workshop very helpful but also a bit overwhelming as one participant said,

> *"The workshop was trying to introduce us to the complexities of Internet, while some of us needed help in turning on the machine."*

Table 1 and 2 provide the distribution of the participants prior computer experience and experience with various aspects of Internet. As can be easily seen, the greatest amount of experience was in word processing, followed by experience with databases. The participants had very little prior experience with various Internet services.

In retrospect the participants tended to feel that it might have been more effective to have an initial introductory level of training to get them started using the Internet. This could have been followed by a reinforcement workshop at a later date which focused on training others. Planners of future demonstration projects might well consider providing two training periods, one at the introductory level and another after a period of experience at a more advanced level.

The effectiveness of the workshop can clearly be seen by contrasting Table 2 with Table 3 which displays the participants perceptions of their knowledge of the Internet following the training program.

Delivery and Installation of Equipment

The project provided the needed basic equipment to each participating library. Equipment provided included a computer with modem, monitor, telecommunications and Internet software and a telephone

Table G-1. Distribution of Participant's Prior Computer Experience

	Experience Spreadsheets	Experience Word Processor	Experience Database	Experience Graphics	Experience Desktop Publishing	Experience Games
	1	4	2	1	1	2
	4	4	4	2	2	2
	1	4	4	4	1	4
	4	4	4	4	4	4
	1	4	3	1	1	1
	4	4	4	1	1	4
	1	4	1	2	4	1
	4	4	4	4	4	4
	2	4	3	3	2	2
	1	4	1	1	1	1
	1	4	1	4	1	4
	1	2	1	1	1	2
	4	4	4	2	2	2
	4	4	4	4	4	
Median	1.5	4	3.5	2	1.5	2

Note. 1 = None, 2 = Less than 5 hours, 3 = 5 to 10 hours, 4 = More than 10 hours

Table G-2. Distribution of Participant's Internet Knowledge Before Training

	Telnet	FTP	Email	Gopher	WAIS
	5	4	5	5	4
	3	3	3	3	3
	3	2	5	2	1
	2	2	2	2	1
	2	4	1	1	4
	2	2	2	2	2
	2	1	2	1	1
	1	1	4	2	1
	1	1	2	1	1
	1	1	2	1	1
	1	1	1	1	1
	1	1	2	1	1
	1	1	1	1	1
	1	1	4	1	1
	2	1	2	1	1
Median	2	1	2	1	1

Note. 1 = Not at all, 5 = Great deal

Table G-3. Distribution of Participant's Internet Knowledge After Training

	Telnet	FTP	Email	Gopher	WAIS
	5	4	5	5	4
	5	5	5	5	5
	5	5	5	5	
	4	4	4	4	1
	4	4	4	4	
	3	3	3	3	2
	3	3	3	4	3
	3	3	3	3	3
	3	4	4	4	2
	3	3	3	3	2
	3	2	2	3	1
	2	3	3	2	1
	4	4	4	4	2
	5	4	5	5	1
	3	3	3	3	1
Median	3	4	4	4	2

Note. 1 = Not at all, 5 = Great deal

line if needed. Communication costs were also absorbed by the project so that none of the participating libraries had to absorb these costs within their existing budget. (TBLC has subsequently announced that it will be able to continue to absorb the communications costs for the participants for a second year). TBLC arranged for delivery of equipment so that most of the participants were able to pick it up and take it to their libraries at the close of the training workshop. This provided an opportunity for the libraries to begin using the equipment soon after receiving their training. Assistance in installation of the equipment was provided by TBLC and DLIS consultant staff as needed by both telephone and in person assistance.

Project participants indicated that in some instances they had not anticipated that special tables or stands on which to place the equipment might be required and had to find funds for these items in their budgets. This did not prove to be an excessive expense or a major problem in any library. Certainly the cost of these items represented only a small fraction of the value of the equipment and services which the libraries were receiving.

The Operational Phase of the Project

As might have been anticipated, the early days of the project were characterized by technical difficulties and delays. First there was the necessity to arrange for telephonic connection with each library. As is true in many parts of Florida the libraries were not all served by the same telephone company and one of them did not have a locally available FIRN node.

The project plan had anticipated that TBLC would utilize an outside contractor for technical support and provided an RFP. It was anticipated that the outside contractor would provide hardware and software installation at TBLC and the 6 project sites, prepare and provide appropriate manuals, prepare communications software to connect to FIRN dial access points, prepare menus with telnet, ftp, and e-mail scripts and install gopher and WAIS servers and also provide on-line support throughout the project. No responsive bidders for the project were found. As a result TBLC made the decision to bring up the node utilizing its own staff. Consequently the project experienced a delay while the staff developed the necessary technical background and knowledge.

As an interim measure arrangements were made for the project to access the Internet through CLASS. While the decision offered the advantage that the project libraries were able to begin implementing the project immediately, it ultimately required them to learn two different sets of procedures.

The participants implemented the project in different ways. Most of them created press releases and publicity materials to inform the community about the library's new access to the Internet. Some libraries used the Internet as a major way to bring themselves to the attention of the community. The communities response did not appear to be a factor of community size, or the library's organizational structure. Rather it was the amount of enthusiasm which the library staff seemed to show for the project. It was clear that smaller libraries with very limited staff had difficulty in allocating the kind of staff time which effective integration of Internet into a library's service program requires. That is not to say that the small libraries did not make very effective use of the Internet because several of them did, but doing so required that they either defer other tasks or add additional tasks to the Librarian's already heavy workload.

The libraries varied also in the degree to which they involved the public in the use of the Internet. Several of them allowed the public to use the Internet themselves, while others used it primarily as a tool for the staff to use in obtaining information for users. The smaller libraries tended to provide more direct access to the public than did the larger libraries. A major factor appeared to be the physical arrangement of the library and where the Internet terminal was kept. In very small libraries, the terminal was most often in a highly visible place where the public could see it. In the larger libraries it was generally behind a service desk where it was less visible and accessible to the public.

For the most part the libraries did not offer very much training to library users. There are probably several reasons why this was the case. Among them are the following:

1. The technical delays noted above meant that the project was not operating in its intended and normal manner until well into the project period, so that there was not time to develop substantial activity in public training before the end of the project;

2. Most of the libraries concentrated on training their own staffs;

3. The libraries have not yet decided for themselves whether they see the Internet as a tool for the public to use directly or for the library to use on their behalf to locate information. It should also be noted that the library users vary greatly n their own enthusiasm for using the Internet;

4. It is clear, even from this limited demonstration, that if the public library is to play a major role in training the people of America in effectively using the Internet, then very substantial investments in equipment and staff resources are going to have to be made.

Table G-4 presents the distribution of Internet activities being utilized at the end of the project. This Table confirms interview responses that the downloading of entire documents by FTP was a relatively infrequent use as compared to other usages. The heaviest use reported was in bibliographic verification. This category of use was very prevalent in the smaller libraries probably because of their lack of access to other kinds of verification tools and systems. The smaller libraries expressed some pride in being able to verify their bibliographic interlibrary loan requests at the Library of Congress and other great collections.

Where entire documents were retrieved these were most frequently Presidential proclamations and similar kinds of public documents.

By the end of the project it was clear that Internet had been well integrated into the service program of most of the libraries. In general, the integration of Internet services into the library was not a factor of size. There were larger and smaller libraries without much integration as well as examples in which the reverse was true. One might have expected that it would be easier to integrate a new service into a smaller library because there are fewer people to be involved. On the other hand, the deterministic variable appears to be the attitude of the personnel. When a positive attitude was lacking in a smaller library it was very prohibitive of anything positive happening. Conversely, when present, it exerted a very significant influence.

Several of the libraries produced excellent training materials for use with their staffs. These materials

Table G-4. Distribution of Participant's Internet Usage at End of Project

	Information Retrieval	FTP	Email	Telnet	Lists
	4	3	2	4	2
	4	4	4	4	4
	2	1	3	3	2
	3	2	3	3	1
	4	2	4	4	4
	3	1	4	2	4
	4	2	4	4	4
	2	3	4	3	4
	3	1	4	4	4
	4	2	4	4	4
	4	2	3	4	4
	5	5	5	5	5
	4	3	4		4
	2	1	1	1	1
Median	4	2	4	4	4

Note. 1 = None, 2 = Less than 2 hours, 3 = 2 to 5 hours, 4 = More than 5 hours

could be very useful if future replication of this project occurs.

Results of the Project

Impact on Staff

It should be noted that this project operated with a great deal of "Hawthorne effect." These libraries and librarians felt that they were part of a select group (as indeed they were) and that they were part of an initial and important endeavor. They probably operated with a higher degree of enthusiasm, loyalty and persistence than will be the case for those who enter such activities later. The literature on the adoption of innovations suggests that this is not an uncommon reaction.

The staff members involved in the project continue to exhibit great enthusiasm for the benefit of Internet in their library services. Almost universally they indicate that they have a much more realistic understanding of the kinds of contributions which the Internet can make to their services, and perhaps of equal importance, a very realistic understanding of its limitations as well. Tables G-5a and G-5b present the participant's initial and final assessments of Internet on a number of key issues. Perhaps it is most noteworthy that there was no decline in the ranking for any of these issues and the assessments were either the same or more positive than at the beginning of the project.

In the interviews with participants it became clear that one of the strongest results of the project was a decrease in feelings of professional isolation. This decrease was especially noteworthy in the case of the smaller libraries but it occurred in all of them. The participants felt that they were directly plugged into the greater professional community and had access to their colleagues across the state, the nation and indeed around the world. They relished these opportunities to receive and send professional information and from a staff perspective it was clearly one of the strongest results of the project. Library staff members expressed great enthusiasm for the ability to participate in discussion on Listserv in their areas of specialization as well as to go directly to libraries involved in projects in which they were interested and query them about their experience. In future projects such reactions should not only be anticipated but exploited.

It was also suggested that since Internet expertise is not dependent upon professional education, the access to Internet was helping to eliminate barriers between professional and non- professional staffs.

Table G-5a. Distribution of Participant's Assessment of Internet Issues at Beginning and End of Project: Initial Issues Assessment

	Benefit Speed	Kinds of Information	Help Learn	Connect Libraries	Connect Communities	Information Not Less Useful	Key Resources	Staff Enthusiasm	Public Access	Free Access	Patron Training	Patron Use	Staff Use
	4	2	1	2	2	4	6	3	2	1	2	2	2
	6	2	2	2	3	4	2	2	2	2	2	6	2
	1	1	2	1	2	2	2	3	2	2	2	4	1
	3	2	2	2	2	4	3	2	3	2	3	5	2
	4	1	2	2	2	6	2	2	2	2	2	4	2
	2	1	1	1	1	5	2	2	2	2	2	2	2
	1	2	1	1	2	2	6	6	6	6	2	4	2
	1	1	1	1	2	5	1	2	1	1	1	2	4
	3	2	2	2	2	4	1	1	1	1	1	2	6
	2	1	2	2	6	4	2	2	2	1	2	4	4
	2	2	6	2	2	6	2	6	2	3	2	4	2
	1	2	2	2	2	4	3	2	2	2	2	2	4
	2	1	2	2	2	6	2	1	2	4	3	3	2
Median	2	1.5	2	2	2	4	2	2	2	2	2	4	2

Note. 1 = Strongly Agree, 2 = Agree, 3 = No Opinion, 4 = Disagree, 5 = Strongly Disagree, 6 = Don't Know

Table G-5b. Distribution of Participant's Assessment of Internet Issues at Beginning and End of Project: Final Issues Assessment

	Benefit Specified	Kinds of Information	Help Learn	Connect Libraries	Connect Communities	Information Not Less Useful	Key Resources	Staff Enthusiasm	Public Access	Free Access	Patron Training	Patron Use	Staff Use	Use of Email	Charge of Access
	2	1	1	1	2	5	1	1	4	4	1	1	4	1	1
	2		1	1	2	5			2	6	6	5	2	2	6
	2	1	1	1	1	4	1	2	1	1	2	4	2	1	1
	1	1	1	1	1	2	2	2	2	2	2	4	2	1	5
	1	3	1	2	3	6	1	2	1	1	1	2	6	1	5
	1	2	1	1	1	4	1	1	1	1	3	4	2	1	5
	4	2	2	2	2	4	2	2	2	2	2	2	4	2	4
	4	2	2	2	2	5	1	2	2	2	2	2	5	2	4
	1	1	1	1	1	3	1	2	1	1	4	5	4	1	4
	1	1	2	2	2	4	1	4	2	2	2	2	4	2	5
	2	2	1	1	2	2	1	2	6	6	2	4	2	1	6
	2	2	1	1	2	6	1	2	2	1	2	4	4	2	5
	1	2	1	1	2	4	1	1	4	4	4	4	2	1	3
	4	1	1	2	2	4	1	4	1	1	1	5	4	1	5
	2	2	4	1	3	6	2	2	2	4	2	2	2	2	2
Median	2	2	1	1	2	4	1	2	2	2	2	4	4	1	5

Note. 1 = Strongly Agree, 2 = Agree, 3 = No Opinion, 4 = Disagree, 5 = Strongly Disagree, 6 = Don't Know

Access to Internet also made it possible for non-professionals to do more sophisticated verification work. In libraries which previously had accessed fee based information services, using Internet meant that on-line searching was no longer limited to a few specially trained "On-line Searchers." Almost any staff member willing to learn a few basic commands and procedures could search.

The library staff also indicated a great deal of pride in their accomplishment of being able to master what is admittedly a complicated system and to use it to bring new information to their communities. These feelings were perhaps strongest in the staff of the smaller libraries who clearly were obtaining information resources well beyond the scope of their own collections.

Impact on Library Users

For the most part the project did not have substantial direct interaction between the Internet and library users. Where this did occur the librarians indicated that it was most often with a customer who was already an experienced Internet user. There were several reasons for this lack. First, the technical problems noted above caused delays in the project sites becoming fully operational in their anticipated manner until relatively recently. Many of the librarians did not feel comfortable enough in their own Internet knowledge to attempt much instruction with any but the most knowledgeable customer. Most of the librarians indicated that they are now at the point that they feel ready to began working with library customers to help them become independent Internet users.

In several communities the project put the library in touch with a local Internet users group and the library became a meeting place and headquarters for the group. These interactions have helped strengthen the library's image with those groups and also put the librarians in touch with very knowledgeable users who can also provide useful information when needed.

Virtually all of the respondents indicated that the project has caused them to strengthen their library holdings with respect to books about the Internet. This has resulted in service to new readers who have these interests.

A great many library users have received an indirect impact from the project. Library staff members reported many instances in which they were able to obtain specific information needed by library users. A selection of the kinds of information obtained would include the following:

Job Information
Federal Regulations
Economic data
Family History
Weather Information
Educational Research
Information about the Internet

It should be noted that for at least 2/3 of the libraries in the project these topics would have required asking the user to wait while the information was obtained through interlibrary loan from a larger collection.

Almost universally the Internet project has led to an increase in interlibrary loan activity for users. Because the staff can identify and verify information for itself there is greater enthusiasm to obtain that information for users (and also a great time saving in getting the information). As might be expected the next service which the libraries would like to offer to their users is to be able to enter interlibrary loan requests through the Internet rather than by mail.

Impact on the Library's Role in the Community

For the most part the project has been in full operation for far too short a time to permit an adequate or accurate assessment of whether it has had an impact on the library's role in the community. Circumstantial evidence available clearly indicates that it has and will continue to do so.

Interview respondents indicated that communities seemed very pleased, proud and in a few instances surprised that their library was connected to the national Internet. All of the respondents undertook a variety of public information activities to make the public aware of the project and these brought people

into the library to see this new thing about which they had been hearing in the mass media.

The project participants who arranged demonstrations for community groups, particularly business and civic groups reported that the community leaders were very enthusiastic that the library was entering into this venture. Where the library undertook efforts to make the community aware of the Internet project and its potentials for increased service, the library's status in the community was improved.

Summary and Recommendations

Summary

The Internet Access Demonstration project has clearly achieved it objectives. Internet access is now functioning well in the demonstration libraries and the library staffs indicate continuing support for its use. Most of the libraries are now considering the next steps they will take with the Internet. For some, those steps will involve providing "Freenet" type services to permit people in their communities to link into local information services and to Internet facilities beyond the local communities. The libraries are exploring a variety of technical approaches to give their citizens greater access to the Internet.

It would be difficult if not impossible to establish that the demonstration projects caused these developments. In some cases they were under consideration prior to initiation of the demonstration project. However the evaluators are of the opinion that the demonstration access project has certainly served to build enthusiasm for these next steps and to accelerate progress toward them.

The impact of the project has been greatest upon the staffs of the project participants. In many instances the work on the project has given them a new burst of pride in their own abilities and in the capacity of their library to serve the community in new ways. The Internet has the potential to be a great information leveler overcoming obstacles such as remoteness, smallness and lack of wealth and the librarian's who have worked on this project have clearly come to understand this potential and to seek to realize for themselves and their communities. Several respondents described themselves as feeling empowerment as a result of the project. While that very useful concept has all to quickly become a cliché in our society for these participants it was very real.

Certainly the projects at both TBLC and DLIS encountered frustrating technical problems. In retrospect these problems were of the nature that could be expected in an innovative project operating with tight time constraints. It is a testament to the diligence and leadership of the project staff at both organizations that these were not only overcome, but resolved with a high degree of good will and enthusiasm among the participants.

It is also clear that the demonstration projects will continue to have a very high residual impact in the communities. The funds invested in the projects will continue to provide payoffs to the communities in the form of improved services to library users and increased leadership capacity from the public library in this new electronic world of the Internet.

Recommendations

1. If increasing public library participation in Internet is to be an objective of DLIS it will need to place a high priority on the training of library staffs to the end. A number of the inter-library consortia have developed staff training programs and these should be encouraged. Internet procedures and practices are apparently one of those things which one can learn once and know ever after. There are rapid changes and new things introduced all the time. It is also critical that those who receive training have the opportunity to practice and put that training to use as soon as it is received. Receiving Internet training without then having access to Internet is analogous to taking piano lessons without a piano to practice on. There may be learning but it will be slow, tedious and inevitably discouraging.

2. DLIS should insist that all Internet projects submitted to it have a clear and well designed training component which provides not only initial training but opportunity for follow-up.

3. Libraries in Florida, and presumably elsewhere, need to clearly think through and establish their role as Internet trainers for their users. It is a role for which there is great need and public support. It is also a role for which public libraries presently are not well prepared.

   Undertaking this role will require substantial investments of staff time and equipment. Funds for this investment can only be provided by new funding or diversions from current services.

4. The librarians involved in this project are anxious to be able to begin submitting interlibrary loan requests to the State Library through Internet as soon as possible. This need is felt especially by libraries which do not have access to OCLC. The State Library should give a high priority to this need because it provides an excellent opportunity to increase the speed with which information can be delivered to users.

5. Searches on the Internet for known and identified items, e.g., the Internet address is known, can be conducted with some speed but those in which the location or existence of the item is not known can be very time consuming. Users may not understand this. At least in its present state of development, the Internet is a very information rich environment but it is not a tool which can be searched with great rapidity in each instance. Libraries which begin Internet services will need to be careful that they do not oversell these services to users and create unrealistic expectations and levels of demand which cannot be met. If this occurs users will be unhappy, not with the limitations of Internet, but with the perceived ineffectiveness of their community library. Some communities which began "Freenet" services on a too limited basis are having this trouble currently.

6. Funding for new Internet projects should not be set in rigid fiscal year funding restrictions. Until the Internet is better established projects are likely to encounter technical delays like those met by these demonstration projects. The timetable and funding for future projects must be flexible enough to overcome such difficulties.

7. The Internet Demonstration projects have developed substantial expertise at TBLC and DLIS. Future Internet projects should be structured to utilize this expertise in both their planning and operational phases.

8. The success of this Internet demonstration project suggests that it would be very sound public policy for DLIS to support additional projects designed to further involve the public libraries of the state in the use of Internet.

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